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ABSTRACT

This curriculum guide provides a one-year course in social studies for grades 10-12. The guide is intended to serve as a resource to teachers, students, department chairmen, guidance personnel, curriculum planners, and anyone else involved in present or future curriculum planning. The course is divided into 22 section areas covering the topics of modern world history, United States history from the Articles of Confederation through the 70's, historical problems and interpretation of United States history, economics, consumer education, psychology and social problems, drug education, and Europe as a cultural experience. Each section contains one major objective which encompasses the work of the entire section. Within each section a series of numbered sub-objectives provide specific levels of learning, content objectives, and means of evaluation. Suggested class activities are included as part of the lesson plan for each section and relate to how the student will attain the section objectives. The learning objectives are based upon Bloom's taxonomy of educational objectives which include cognitive, affective, and psychomotor areas. (DE)

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Secondary Schools

CURRICULUM

GUIDE

Cranston School Department
Cranston, Rhode Island
1973-74

SOCIAL STUDIES

Grades 10-12

BEST COPY AVAILABLE

Secondary School

C U R R I C U L U M G U I D E

Prepared By

a curriculum writing team

of secondary teachers

Project PACESETTER

and

The Fifth Quarter Plan

Title III, E.S.E.A., 1965

Cranston School Department

845 Park Avenue

Cranston, R.I. 02910

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INTRODUCTORY NOTES

The Cranston Secondary School Curriculum Guides are intended to serve as a resource to teachers, students, department chairmen, guidance personnel, curriculum planners, and anyone else involved in present or future curriculum planning.

Teachers are urged to utilize the guides in lesson preparation and for purposes of providing individual students and groups of students with a resource; student achievement is often influenced by a knowledge of what is expected with respect to course objectives. Differences in abilities and needs among students and classes can be served by selecting appropriate objectives and activities.

The guides will also be useful for purposes of describing and communicating secondary curriculum goals to the public when such a need arises from time to time.

The organization of the guides is such that most sections present materials in terms of portions of a school year, thus making it possible for students to re-learn or make up a portion of a year's course. This is possible whether the course is offered in a full year or in shorter units of time.

GUIDE FORMAT

At least one major objective is stated for each section of the guide. Each is broad in statement encompassing the work of large units or entire sections.

Numbered objectives (Objective #1) are specific and intended to indicate the level of learning (the learning variable), the content (what will be learned), and the means of evaluation. Thus the objective describes learning in relationship to the learner. The teacher's function is to design methods which will effect the result. Most objectives in the guides are followed by "activities."

Suggested activities are intended to support the objective

to which they are assigned. Such statements either relate how the student will attain the objective or may be considered as sub-objectives.

OBJECTIVES IN TERMS OF LEARNING VARIABLES

Bloom and his colleagues devised a taxonomy of educational objectives designed to classify the behavior of students in three domains as a result of having participated in a series of instructional experiences. The three domains are the cognitive (intellectual), the affective (emotional), and the psychomotor (physical). Within each of these domains there is a hierarchy which denotes increasing complexity of learning as shown below.

Cognitive	Affective	Psychomotor
knowledge	receiving	frequency
comprehension	responding	energy
application	valuing	duration
analysis	organizing	
synthesis	characterizing	

In addition to the general technique of the behavioral statement, the authors were careful to differentiate the levels at which given behaviors could be expected of the student. Thus, in the cognitive domain a student's performance in the display of knowledge of a concept is less complex than the student's performance when he applies the concept in a given situation. Similarly, in the affective domain, a response to a situation is not as complex as the display of a value toward a given situation. Precise differentiation among variables is very difficult or, in many cases, impossible, but using these variables to formulate objectives is a means of focusing the attention of the teacher and the learner upon the existence of levels of learning.

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MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN KNOWLEDGE OF THE GROWTH OF ABSOLUTISM DURING THE 17TH CENTURY IN EUROPE, FRANCE, PRUSSIA, RUSSIA, AND AUSTRIA WHILE PARLIAMENTARY GOVERNMENT GREW IN ENGLAND BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in his comprehension of how Parliament survived the Cromwell Era in England and continued as the form of government by completing the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Define and explain in an oral or written report the following terms: monarchy, constitutional monarchy, monarchy--absolute, Divine Right of Kings, Petition of Right (1628), the "Power of the Purse."

2. Identify the following terms in complete sentences: Long Parliament, Cavalier , Roundheads, New Model Army, The Commonwealth, The Restoration.

3. Debate, report, or discuss the following: (a) the major political and religious difficulties that arose between the Stuart Kings and the English Parliament; (b) the status of the Anglican, Catholic, and Puritan Churches in England during the 1600's; (c) the reasons why civil war broke out in England in 1642; (d) the reasons for the success of Cromwell; (e) why England grew tired of Puritan rule.

4. Compare and contrast government under the Stuart dynasty with rule by the Puritans.

5. Explain orally or in writing the following: (a) the factors leading to the Stuart Restoration; (b) the reasons why England undertook a "glorious revolution" and why it was called "glorious;"

6. State six provisions of the Bill of Rights of 1689.

7. In a written or oral report explain why Parliament in England became more powerful than the English monarch.

Objective #2: The student will increase in comprehension of how Louis XIV became absolute ruler of France and France in turn the leader of civilized Europe by completing the following suggested activities with acceptable performance determined by the teacher.

Activities:

8. List four ways in which the Duke of Sully increased the royal revenues of France.

9. Identify and write a brief biographical sketch of: Cardinal Richelieu, Cardinal Mazarin, Colbert, Louis the XIV.

10. Explain in an essay why Louis XIV was able to function without a Parliament.

11. List on a large illustrative chart the cultural achievements of France under the rule of Louis XIV.

12. Define and explain: Edict of Nantes (1685), "Natural Boundaries" theory of France and how this theory led Louis XIV into four wars.

Objective #3: The student will evaluate the contributions of Richelieu, Mazarin, and Colbert to the development of absolutism in France as measured by teacher observation of students' participation in a panel presentation.

Objective #4: The student will evaluate the rule of Louis the XIV and its effect on France as measured by teacher observation of the student's responses to each of the following suggested activities.

Activities:

13. Describe the extravagance of Louis XIV as exemplified at his court at Versailles.

14. State why Louis XIV sometimes was called the Sun-King.

15. List the causes and results of the four wars of Louis XIV.

16. State the condition of France -- economically, financially, and politically -- at the end of Louis XIV's rule.

Objective #5: The student will increase in comprehension of the circumstances which led to the French Revolution and then to the rise of Napoleon to power by completing the following suggested activities with acceptable performance determined by the teacher.

Activities:

17. Fill in on an outline map of Europe the following features: Europe--1648--States, capital cities, major rivers, important mountain ranges, and surrounding bodies of water; France before and after the wars of Louis XIV showing territorial acquisitions of France as compared with the territorial objectives of Louis XIV; Europe-States, major cities and rivers surrounding bodies of water at the height of Napoleon's rule and after the Congress of Vienna, 1815.

18. Define and give examples of: privileged class, absolute government, an unjust system of taxation, the Old Regions, the Three Estates of France, the Bourgeoisie.

19. Construct a chart or diagram that will illustrate: the three classes of France, the numbers of people that belonged to each class, the privileges enjoyed by each class, the exemptions each class enjoyed, the taxes paid by each class and to whom the taxes were paid.

20. Describe in a one to two page written report each of the following: (a) seven powers of the French king; (b) economic conditions under the Old Regime; (c) the taxes the third Estate paid to the church-tithes, nobility-feudal dues (at least 3), king-taille, vingtiene, gabelle, capitation, corvee, octroi; (d) the era of the Age of Reason.

21. Construct a chart identifying the major works, criticisms, and reforms of the following Enlightenment writers: Voltaire, Montesqieu, Rousseau, Diderot, Bercaria, Adam Smith.

22. Identify and elaborate on eight basic causes of the French Revolution.

23. Outline the governmental changes during the French Revolution which include the major political, legal, social, and economic reforms of the following: The National Assembly (1788-1791), The Constituent Assembly (1791-1792), The Convention (1792-1795), The Directory (1795-1799).

24. List and elaborate upon the reasons for: the many governmental changes during the French Revolution, the excesses of the French Revolution, the intervention of the European powers in the French Revolution, the rise to prominence of Napoleon Bonaparte.

25. List and explain in preparation for a debate on the positive and negative aspects of Napoleon's rule the following: How Napoleon was able to master France, how Napoleon was able to master Europe, the legal, political, economic, religious, and social reforms of Napoleon, the Continental System, at least four reasons for the downfall of Napoleon, the significance of the Napoleonic Era (7 factors).

35. Define the phrase "Enlightened Despot" and give examples of two such despots and the policies which earned them the title of "enlightened."

36. Compare the reigns of Peter the Great and Catherine the Great of Russia, mentioning the accomplishments of each in domestic affairs and reforms, and foreign affairs and territorial acquisitions.

Objective #8: The student will increase in comprehension of Austria's growth and development under the rule of the Hapsburgs by completing the following suggested activities with acceptable performance determined by the teacher.

Activities:

37. Locate on a blank outline map of Europe: Austria, Austria's three most important cities, the Danube River, Alps Mountains, the territorial possessions of Austria in Europe.

38. List ten different nationalities that resided within the Austrian Empire.

39. List on a chart three major events in each of the regions of Maria Theresa (1740-1780) and Joseph II (1780-1790).

40. Elaborate in a verbal or written report on three achievements of the absolute monarchs of Europe and three weaknesses of the absolute monarchs of Europe.

41. Explain at least three criticisms of absolutism.

42. Compare in a written essay the absolute regimes in Eastern Europe (Austria, Russia, Prussia) with that of the Bourbons in pre-revolutionary France mentioning class structure in both and the liberal and repressive aspects of the regimes under question.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE UNIFICATIONS OF ITALY AND GERMANY AND THE GROWTH OF EUROPEAN COLONIAL EMPIRES BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in comprehension of the events and circumstances leading to the unification of Italy in the 19th century by completing the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Define the following terms and give an example of each in a sentence: nationalism, nationality, a national state, patriotism, chauvinism, jingoism, carbonari.

2. Describe three obstacles to Italian unification and explain how these obstacles were eliminated.

3. Fill in on a blank outline map of Italy circa 1856 and shade it so as to indicate: Italian territories owned by Austria, Italian territories controlled by Austria, the only Italian ruled territory in Italy (Kingdom of Piedmont Sardinia), The papal states, Italian territory controlled by Bourbons (Kingdom of Two Sicilies), surrounding bodies of water, major mountains, important rivers, capital cities of all Italian territories.

4. Elaborate on the significance of the contributions to Italian unification made by: Mazzini, Cavour, Garibaldi, Victor Emmanual, Louis Napoleon of France.

5. State the importance of the following events to Italian unification: Austro -Sardinian War (1859), Garibaldi's Sicilian Expedition, Treaty of Plombieres , Austra-Prussian War (1860), Franco-Prussian War (1870).

6. Select and then discuss in one or two pages two important problems that plagued a united Italy in the late nineteenth and early twentieth century.

Objective #2: The student will increase in comprehension of the factors and events leading to German unification in the nineteenth century by completing the following suggested activities with acceptable performance determined by the teacher.

Activities:

7. Fill in on a blank map of Europe: Prussia and Austria in 1860, the larger German states as they existed in 1860, the major cities and rivers of the Germany states, the three stages by which the Germans states were unified into the Germany Empire of 1870.

8. Write two or three sentence explanations of the following terms: German Confederation, Zollverein, the Iron Chancellor, The Blood and Iron policy, North German Confederation as contrasted with the German Confederation.

9. Explain, in an essay of several paragraphs, the steps taken toward German Unification during the following wars: Danisn War (1864), Austro-Prussian War (1866), Franco-Prussian War (1871).

10. Relate in an oral report how Bismarck manipulated the wars mentioned in the previous activity and describe Bismarck's motives for doing so.

11. Discuss the Ems Dispatch incident and elaborate on the following aspects of the incident: the "falsification" of the Ems Dispatch, the effects of publication of this telegram in France and Germany, the influence of nationalism and chauvinism in bringing about wars.

12. Diagram the political structure of the German Empire of 1871, being sure to include the powers and functions of the: Kaiser, Reichstag, Bundesrat, Chancellor, influence of Prussia in the government, influence of the member states.

13. Write a report of several pages detailing the following policies and programs of Bismarck after 1879: military, foreign alliances, industrial development, imperialism, social legislation.

14. Discuss in a one or two page report the following aspects of the Austrian empire in the late 19th century: reasons for establishment of the Dual Monarchy, the dwindling importance of Austria.

15. Compare and contrast the policies, procedures, and programs of Cavour and Bismarck and attempt to determine who was the more clever political leader.

Objective #3: The student will increase in comprehension of the great changes in Russia during the latter half of the 19th and very early 20th centuries by completing the following suggested activities with acceptable performance determined by the teacher.

Activities:

16. Explain in a few short sentences three policies by which the Komanove of Russia tried to keep their country free from liberal change.

17. Describe the following foreign policies of the Russian Czars: territorial expansion--Asia and into the Ottoman Empire and Pan-Slavism.

18. Satirize either in cartoon or an essay the wide gulf between the Russian upper classes and the Russian masses.

19. Elaborate on the following aspects of Emancipation of the Russian serfs (1861) either orally or in writing: reasons why emancipation was so long delayed, events leading up to the Emancipation Edict (1861), the provisions of the Emancipation Edict (1861).

20. Define the following terms either orally or in a few sentences: Nihilism, Social Democrat Party, Mensheviks Bolsheviks, October Manifesto 1905, Deemer.

21. Discuss either orally or in a written essay the following aspects of the October Revolution of 1905: at least five reasons why it occurred, at least two reasons why it failed.

22. Fill in on a blank map of Eastern Europe: Russian expansion across Asia, 19th century; East European territories absorbed by Russia, 19th century, Ottoman Empire territories desired by Russia, sea passages desired by Russia.

Objective #4: The student will increase in comprehension of the establishment of European colonial empires in Africa by completing the following suggested activities with acceptable performance determined by the teacher.

Activities:

23. Define the term "imperialism" and give one example in a sentence.

24. In an essay several pages in length, explain the following motives for modern imperialism: economic-materials, markets, fields of investment; political-nationalism and national powers; humanitarian (White Man's Burdens).

25. Construct a chart identifying and briefly explaining with authentic examples the following forms of imperialism: annexation, concession, sphere of influence, mandate areas, trusteeship.

26. Identify and briefly elaborate on eight effects of modern imperialism.

27. List and explain three principal reasons for the revival of interest in Africa between 1870-1880.

28. Fill in on a map of Europe and Africa in such a way as to identify the colonial possessions of the following European powers as of 1917: Great Britain, France, Germany, Italy, Belgium, Portugal, Spain.

29. Compare and contrast the African colonial policies of the following nations: Great Britain, France, Belgium, Portugal.

30. Relate how Imperialism lead to the following colonial rivalries and incidents: Boer War, Tunisian Rises (1891), Fashoda Affair (1898), Morroccan Crisis (1905).

31. Evaluate three major reasons for African opposition to Imperialism.

32. Identify on a map of Africa that shows all the nations of Modern Africa those states that still remain under European control.

Objective #5: The student will increase in comprehension of the establishment of European colonial empires in Asia by completing the following suggested activities with acceptable performance determined by the teacher:

Activities:

33. Complete a map of the Far East that, through the use of a color code, illustrates and identifies the colonial possessions of the following nations (1914): Great Britain, Portugal, Holland, France, Germany, Russia, United States, Japan.

34. Fill in a blank map of China identifying: major cities of China, major provinces of China, major rivers, deserts, and mountain ranges of China, foreign spheres of influence in China.

35. Identify and explain the significance of the following terms: Chinese semi-seclusion, "Celestial Empire", Opium War (1840-42), extraterritoriality, sphere of influence, open door policy.

36. List and explain four factors responsible for China's weaknesses.

37. List the causes and results of the following colonial wars: Sino-Japanese War 1894, Boxer Rebellion 1900, Russo-Japanese War 1904.

38. Briefly explain the significance of the following: Commander Matthew Perry's visit to Japan, Midado, Shogun, daimios, sammurai, brushido.

39. Compare and contrast the reactions of China and Japan to foreign aggression and expansion in Asia.

40. Name eight reforms of the Japanese Revolution of 1867 that led to Japan's industrialization and imperialism.

41. Enumerate and briefly elaborate on positive and negative aspects of colonialism.

MAJOR OBJECTIVE

THE STUDENT WILL DISPLAY KNOWLEDGE OF THE ECONOMIC, POLITICAL, SCIENTIFIC, AND POLITICAL DEVELOPMENTS IN THE WORLD DURING THE 18TH AND 19TH CENTURIES BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in comprehension of the factors which led to the growth and strengthening of democracy in England in the 19th century by completing the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. List and explain in an essay several paragraphs in length five undemocratic features of the English government in 1750.

2. Compare and contrast orally or in writing the meanings of the following phrases: (a) democracy through revolution (give one example); (b) democracy through evolution (give one example).

3. Construct a chart that lists the essential features of the following acts of Parliament: (a) reform bill of 1832; (b) reform bill of 1867; (c) reform bill of 1884; (d) reform bill of 1918; (e) reform bill of 1928.

4. Discuss the merits and shortcomings of the English Cabinet System of government as contrasted with the U. S. system. Highlight the following aspects of both systems.

   A. Cabinet System:

      1. Relationship between House of Commons and House of Lords.
      2. Relationship between Prime Minister and Monarch.
      3. Relationship of the Cabinet to House of Commons.
      4. Notion of Ministerial responsibility.

   B. United States System:

      1. Relationship among the three branches of Government.
      2. Presidential powers and responsibilities.

5. Explain in an essay of several paragraphs the difference between the English constitution and the U. S. constitution.

6. List at least six English democratic reforms of the 19th and early 20th centuries.

7. Identify and contrast the three major political parties of England.

8. State the ideas and identify groups that compromise the following political factions: (a) the left (radicals), (b) the center (moderates), (c) the right (conservatives).

Objective #2: The student will increase in comprehension of the conditions and factors which contributed to the growth of industrialism in Europe and the U. S. during the 18th and 19th centuries by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

9. Define and give examples of the following terms orally or in writing: (a) Industrial Revolution, (b) Old, or First Revolution (1750-1870), (c) New, or Second Industrial Revolution (1870-still continuing).

10. Construct a chart that lists and explains: (a) three roots of the Industrial Revolution, (b) four conditions that favored the development and growth of the Industrial Revolution, (c) the first industry to become mechanized and six inventions that made it a mechanized industry, (d) three sources of power to operate machinery.

11. Compare and contrast the importance of coal, iron and steel to the development of the Industrial Revolution in an essay several sentences in length.

12. List the six earliest nations to become industrialized.

13. Write a paragraph describing each of the two economic results of the Industrial Revolution: (a) factory system, (b) mass production.

14. Identify and briefly elaborate on the effects of the following three methods of mass production upon factory workers: (a) division of labor, (b) standardization, (c) the assembly line.

15. Define and give examples of the following terms: laissez-faire, capitalism, private ownerships, free enterprise, profit motive, competition, market price.

16. Define and state four advantages of a corporation.

17. List and describe orally or in an essay several paragraphs in length six social results of the Industrial Revolution.

Objective #3: The student will increase in comprehension of the growth and development of organized labor unions that was necessitated by the growth of industry in the 19th century by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

18. Describe, in a few sentences, how the factory system changed the relationships between employer and worker.

19. Describe in an essay or a series of illustrations the following evils of the factory systems: (a) working conditions in factories, (b) working hours for men, women, and children, (c) use made of women and children in factories, (d) abuse of child labor, (e) wages, (f) technological unemployment, (g) living conditions in factory towns.

20. List the four steps taken by workers to better their conditions.

21. Define and give examples of each of the following terms: (a) trade union, (b) collective bargaining, (c) mediation or conciliation, (d) arbitration.

22. Discuss in several paragraphs the governmental policy of laissez-faire and its effect on the growth of industry and labor unions.

23. Make a chart that lists and defines ten weapons of unions and ten weapons of employers.

24. Explain in an essay of several paragraphs why improvements in wages and working conditions were acquired so slowly. Include points of view of both factory owners and labor unions.

25. Write a newspaper article illustrating working and living conditions in the 19th century and explaining factory owner and public indifference to the workers' plight.

26. Describe briefly the problems a worker faced in times of: economic recession, sickness, and old age.

Objective #4: The student will respond positively or negatively, to the statement, "The typical labor unions today are too powerful and should be regulated and more closely controlled by the government," as measured by teacher observation of the student's arguments given in class discussions or in a debate.

Objective #5: The student will increase in comprehension of the social changes in the 19th century by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

27. Define, then compare and contrast in several paragraphs, socialism and capitalism.

28. State in a brief essay the difference between Utopian Socialism and Scientific Socialism.

29. Orally explain the term "co-operative" and describe the reasons for its formation and also its functions:
(a) co-operative grocery store at Rochdale, England (1884)
(b) farm co-operatives in the U. S.

30. Produce a chart-map diagraming and relating the history of the following experiments in Utopian Socialism:
(a) Robert Owen--New Harmony, Indiana; (b) Charles Fourier--Brook Farm, Massachusetts; (c) Louis Blanc--National Workshops.

31. Write an essay of several paragraphs explaining how, when, where, and why the following pieces of social legislation were passed: Social Security, Sickness insurance, Accident insurance, Old Age insurance.

32. Determine in a brief essay if England merits the title of "Welfare State" mentioning nationalization of industries, national insurance act, and national health service act.

Objective #6: The student will respond to the statement, "A laissez-faire economy brings greater prosperity to a greater number of people than a socialistic economy," as measured by teacher observation of the student's arguments and examples given in class discussions or a debate.

Objective #7: The student will increase in comprehension of the early formation of the communist philosophy of Karl Marx by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

33. Identify and name the contributions to communism of Karl Marx, Frederick Engles (Dialectics), Nikolai Lenin (Professional Revolutionary), and Joseph Stalin.

34. Explain in writing or orally the economic theory of Karl Marx. Define what Marx meant when he referred to stored up labor, living wages, and surplus wealth.

35. Write a brief explanation of the following terms: capitalist, bourgeoise, proletariat.

36. Explain Marx's philosophy of history.

37. Explain in a written or oral essay of several paragraphs the Marxian view of class struggle and how it would lead to the inevitability of socialism.

MAJOR OBJECTIVE

THE STUDENT WILL DISPLAY KNOWLEDGE OF THE CAUSES AND EFFECTS OF TWO WORLD WARS COMING OUT OF EUROPE IN THE 20TH CENTURY BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in comprehension of the background causes and events in Europe which led to the outbreak of World War I in 1914 by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. List the members of the Triple Alliance.
2. List the members of the Dual Alliance.
3. Locate on an outline map the nations of Western Europe which belonged to each Alliance.
4. Compare in two or three paragraphs the issues and outcomes of the Morroccan Crisis in 1905 and 1911.
5. Sketch a freehand map of the Balkans in 1914 and make a list of the minority groups living under Austrian control.
6. Write a paragraph on the Pan-Slavic Movement in the Balkans prior to Sarajevo.
7. Write a news release covering the assassination of the Archduke Ferdinand and his wife at Sarajevo.
8. Summarize in outline form the actions of each European power following the assassination with respect to its alliance commitments.
9. Summarize in one or two paragraphs the action taken by Tsarist Russia acting in the capacity of "protector of the Slavic peoples."

Objective #2: The student will increase in comprehension of the events and conclusion of World War I by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities

10. Construct a chart to compare the military strength of the Allies and the Central Powers.

11. Locate on an outline map and in contrasting colors the relative positions of the Central Powers and the Allies in June of 1914.

12. Point out any advantages or disadvantages you can anticipate from these positions.

13. Summarize the key elements of the Schlieffen Plan for German military victory.

14. Give Germany's reasons for the use of U-Boats and state the effect of their use upon American involvement.

15. Describe in one or two paragraphs the general reaction of most Americans to the sinking of the Lusitania.

16. List and briefly explain the reasons for the stalemate that developed on the Western Front.

17. Summarize in two or three paragraphs the military and economic situation in Russia early in 1917.

18. Construct a chart which will use the following headings: Economic, Social and Political causes of the Russian Revolution.

19. Summarize the results of the Treaty of Brest Litovsk on German military strategy in the West.

20. Summarize the effect of America's entrance into World War I in 1917.

21. Describe the preparation for and effects of the last major German offensive on the Western Front.

22. List those points in President Wilson's 14 Points that deal with self-determination of people and the rights of neutrals on the open sea.

23. Construct a chart which will illustrate the make up and chief function of each body within the League of Nations.

Objective #3: The student will respond positively to importance of revenge as a motive of the Allies in drawing up the Treaty of Versailles as measured by teacher observation of student's examples and arguments in class discussions or in a 5-minute oral presentation.

Objective #4: The student will increase in comprehension of the factors following W. W. I which contributed to the rise of Hitler and Fascism in Germany by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

24. Briefly summarize with explanations any facets of the Versaille Treaty that you feel were unfair or too harsh with respect to Germany.

25. List several major accomplishments which took place under the Weimar Republic.

26. Indicate in one or two paragraphs the importance of the Great Depression as a factor in the fall of the Weimar Republic.

27. Make a list of other factors which contributed to the decline of the Weimar Republic.

28. Point out and express your opinion on several major characteristics of the fascist philosophy.

29. Compare in a one page essay the value and purpose of the individual in a fascist state and any other one system of government.

30. Outline in chronological order the key steps taken by Adolf Hitler to gain political power in Germany.

31. Compare fascism in Italy and that in Germany in 1939.

Objective #5: The student will increase in comprehension of the events immediately leading to W. W. II and the course of that war by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

32. State the effect of the inability of the League of Nations to deal with the aggression of Japan in China and of Italy in Ethiopia.

33. List the ways in which Hitler violated the Versailles Treaty.

34. Define the term "appeasement" and give an example in a sentence.

35. Draw a political cartoon which is critical of the Munich Conference of 1938.

36. Summarize in two or three paragraphs the implications implicit in German-Russian Non-Aggression Pact of August, 1939.

37. Define in detail the term Blitzkrieg and state its effect upon the early course of the war in Europe.

38. Locate on an outline map the two-front war Germany became involved in after June, 1941.

39. Summarize in an original essay the effects of a two-front war upon Germany.

40. Form several generalizations relative to U. S. participation and aid to the Allies after December 7, 1941.

41. Locate on an outline map of Western France the region of Normandy.

42. List in chronological order the major allied invasions in Europe and North Africa, the mission of each, and the success of each.

Objective #6: The student will synthesize positively the military and political decline of the Nazi Third Reich as measured by teacher observation of the student's reasoning and examples given in class discussions or oral panel presentation.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN KNOWLEDGE OF THE GROWTH OF AN INDEPENDENT U. S. FROM ITS FIRST NATIONAL PLAN OF GOVERNMENT (ARTICLES OF CONFEDERATION) TO THE DEVELOPMENT OF "JACKSONIAN DEMOCRACY" BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in comprehension of the provisions under the Articles of Confederation for governing the United States, and the reasons for its failure, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. List the original British Colonies in America. The list should begin with the first permanent settlement and proceed chronologically to the last. The date of its founding and the name of the original founder should be included.

2. Locate and label on an outline map of the U. S. the states that were governed under The Articles of Confederation.

3. List and briefly explain at least three positive contributions of The Articles to this period of our history.

4. Identify at least five weaknesses that pertain to The Articles of Confederation.

5. Suggest a possible solution to each of the five weaknesses identified above.

Objective #2: The student will increase in comprehension of the changes and improvements made in our plan of national government when the Constitution replaced the Articles by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

6. In a two-page essay or a five-minute oral presentation, discuss the points of disagreement that were encountered by the delegates at The Constitutional Convention.

7. Draw a cartoon illustrating what he, the student, perceives as the most pressing problem at the Convention. The cartoon should deal with either sectional differences or the large state-small state controversy.

8. Compose a written outline which will list and summarize the major compromises reached by the Founding Fathers.

9. Define in a paragraph or a 1-minute floor talk the term "ratification" as it was applied to the Constitution.

10. Present in a minimum of three minutes an oral argument favoring ratification of the Constitution while pretending to be a Federalist.

11. Follow activity #10 above while pretending to be an Anti-Federalist opposed to ratification.

12. Draw a diagram which illustrates the three branches of The Federal Government as established by the Constitution.

13. Underline and label from a given list of federal powers those that are executive, legislative, and judicial.

14. Describe in a two-page essay (minimum) how the system of checks and balances operates.

15. Underline from a given list of Constitutional Amendments those which made up the first ten. Under each amendment selected, state what it says in your own words.

16. Select any one of the ten most recently adopted amendments and in a 5-minute (minimum) oral presentation show how the amendment was adopted to meet national needs.

Objective #3: The student will increase in comprehension of the difficulties and accomplishments of our country's first years under the Constitution (1789-1801) by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

17. List the financial problems which faced the new nation during President Washington's first administration.

18. Write or present orally a statement either why you support or reject Hamilton's Financial Program. Pretend you are a well-to-do businessman during this period.

19. Write or present orally a statement either why you support or reject Hamilton's Financial program. Pretend you are a poor farmer during this period.

20. List the problems of foreign policy which President Washington faced and in each case briefly state the action taken by the U. S. in each case.

21. Draw a political cartoon which is critical of the excise tax on whiskey.

22. Discuss in a paragraph the importance of President Washington's action in dealing with The Whiskey Rebellion. The President's role in enforcing the law should be emphasized.

23. Prepare a written summary of those sections which deal with foreign policy and the development of President Washington's Farewell Address of political parties.

24. Construct a chart which will illustrate the political differences which were developing between the Federalist and Anti-Federalist parties.

Objective #4: The student will evaluate the contributions of the Federalists during this period (1789-1801) as measured by teacher observation of student interest shown in a 5-minute oral presentation while pretending to be a Federalist living at the time.

Objective #5: The student will increase in comprehension of the physical and political growth of the U. S. from 1801-1812 by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

25. Write three to five paragraphs in which you support or reject this statement: "Conditions in Europe greatly aided America in the purchase of Louisiana."

26. Locate New Orleans on an outline map of the U. S. and trace the water routes used by western farmers to reach it.

27. Shade in on an outline map of the U. S., the area purchased from France in 1803.

28. Write a summary of two to three paragraphs using two examples which will demonstrate the problems of U. S. neutrality during President Jefferson's second administration.

29. From a given list of measures, label those taken by Jefferson and those by Madison to maintain U. S. neutrality just before the War of 1812. Identify which President was responsible for each measure selected.

30. Write a two to five page paper which will involve library sources on the topic of "impressment as a cause of the War of 1812." Include the British position on impressment and their arguments for justification. Resource books should be listed.

31. Pretending to be a wealthy New England merchant who is a delegate to the Hartford Convention, state your opposition to the War of 1812 in a five minute oral presentation.

32. Outline in chronological order the major military events of the War of 1812.

Objective #6: The student will evaluate Andrew Jackson as a "strong" President as measured by teacher observation of student's arguments and illustrative examples in an oral five minute presentation or in a two page essay. The following activities are suggested for this objective.

Activities:

33. Compare the political philosophy and background of Andrew Jackson with that of our earlier presidents in a written one or two page report or in a five minute oral presentation.

34. Summarize John C. Calhoun's "compact theory" of government on one page. Include your own idea of states' rights.

35. List the terms of the Tariff Compromise of 1832 and summarize its importance in a paragraph.

36. Evaluate Jackson's economic policies in three to five paragraphs in light of The Panic of 1837.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN KNOWLEDGE OF THE AMERICAN CIVIL WAR, FROM THE DEVELOPMENT OF SECTIONALISM BEFORE IT TO THE PERIOD OF RECONSTRUCTION FOLLOWING IT, BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in comprehension of the growth of Northern industries, and the contributing factors for that growth, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. State the relationship to the industrial development of the Northeast utilizing the following factors: water power, transportation, capital, labor supply (immigration).

2. Locate and label the following on an outline map of the U. S.: Wilderness Road, National Road, Boston Post Road, Genese Road, Erie Canal.

3. Prepare a written argument, from the southern point of view, which opposes federal taxation for internal improvements.

4. Prepare a written summary of Henry Clay's American System. Be sure to include the elements that you feel are national as well as sectional.

5. Construct a chart which will indicate population growth in the North and South from 1820-1860.

6. List the events or conditions in Europe which contributed to the increase in the number of immigrants entering the United States (1820-1860).

7. If you were a newly arrived immigrant during this period, write a paragraph on where you might choose to settle and why.

Objective #2: The student will increase in comprehension of how and why cotton became the basis of the Southern economy by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

8. Locate and label on an outline map of the United States those sections which composed The Cotton Belt in 1860.

9. Define the term "self-sufficient" and discuss its meaning in relation to a southern plantation of 1855.

10. Briefly state the impact of the invention of the Cotton Gin on the following: slavery in America, single crop economy in the south, New England textile industry, land use in the south.

11. Put the following list of events in chronological order and describe each: (a) Dred Scott decision; (b) 3/5 compromise; (c) arrival of the first black slaves to America.

12. Pretend you are a southern plantation owner and orally present an argument which would justify the system of slavery from your point of view.

13. Compare the development of industry and railroads in the North and South from 1830-1860. This should be done in three to five written paragraphs.

Objective #3: The student will increase in comprehension of the westward movement of Americans during the first half of the 19th century and the reasons for it and its significance, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher:

Activities:

14. On an outline map of the United States shade in the area of the Northwest that was jointly claimed by the U. S. and Great Britain in 1840.

15. Present the evidence used to support both U. S. and British claims to the region.

16. State and discuss in a three to five minute talk some of the contributions of the fur traders or missionaries to the settlement of the Northwest.

17. Trace on an outline map the route taken by American pioneers to Oregon. The starting point should be St. Louis, Missouri.

18. Outline the conditions of the Treaty which settled the problems of ownership and boundry in the Northwest between the U. S. and Great Britain.

19. Summarize in a paragraph America's interest and early settlement in Texas.

20. Identify from a given list three men who were important in the early years of the settlement of Texas.

21. List and briefly explain the causes of the Texas Revolution in 1836.

22. Identify and compare three important events during the Texas Revolution.

23. Discuss orally or in a three to five paragraph essay several reasons why many Americans were not in favor of Texas annexation.

24. Identify from a given list four causes for the war with Mexico.

25. Discuss in several paragraphs the question of American or Mexican responsibility for the outbreak of the Mexican War.

26. Summarize in outline form the terms of the Treaty of Guadalupe Hidalgo.

27. Draw two cartoons on the Mexican War, one which might have appeared in an American newspaper and one which might have appeared in a Mexican newspaper.

28. Trace on an outline map of the United States the route west taken by the Mormons and 49'ers.

29. Relate, either orally or in a written report, the highlights of the early Mormon Church.

Objective #4: The student will increase in comprehension of the issues that led to greater and greater strife between North and South prior to the Civil War by completing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

30. Locate and label on an outline map of the United States the free and slave sections before and immediately after the Missouri Compromise of 1820.

31. List and explain the terms of the Missouri Compromise.

32. Point out the effects of the agreement on the North-South balance in the Congress.

33. Differentiate between a revenue tariff and a protective tariff.

34. Compare and contrast northern and southern viewpoints on the tariff question.

35. Write a paragraph in which the basic ideals of the Abolitionists are described.

36. Pretend you are a book reviewer for a southern newspaper and prepare a review of Uncle Tom's Cabin.

37. Draw a freehand map showing how the Kansas-Nebraska Act of 1854 canceled the Missouri Compromise of 1820.

38. Identify from a given list the important characteristics of the "popular sovereignty" plan of Stephen A. Douglas.

39. Write a newspaper account of several paragraphs of the Northern reaction to the Dred Scott decision.

40. Prepare a two-minute news broadcast on each of the following events: Nat Turner's rebellion, Brook's attack on Sumner, John Brown's raid, South Carolina's secession, The firing on Fort Sumter.

41. Write a newspaper editorial on any two of the following: Garrison's views on slavery, Simm's views on slavery, effects of the Kansas-Nebraska Act, Taney's opinion in the Dred Scott case, or any of the four candidates for president in 1860.

Objective #5: The student will increase in comprehension of the military campaigns and other events during the American Civil War by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

42. List the Southern advantages at the start of the Civil War.

43. List the Northern advantages at the start of the Civil War.

44. Compare in a three to five minute oral presentation the war aims and strategy of the Union States and the Confederacy.

45. Locate and label on an outline map the major battles of 1863 and 1864 in both the Eastern and Western sectors.

46. State the importance of the fall of Vicksburg to the overall Union strategy.

47. Discuss in several paragraphs the significance of the Battle of Gettysburg.

48. Read the Gettysburg Address and list concepts that apply to the problems facing the United States today.

49. Compare military conscription as used during the Civil War with the present draft system.

50. List the important reasons for and the effects of the Emancipation Proclamation.

51. Compare the candidates and issues in the election of 1864.

52. Describe in a three to five minute oral presentation the circumstances surrounding the Confederate Army surrender in 1865.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN COMPREHENSION OF THE INDUSTRIAL GROWTH OF THE U. S. FROM THE AMERICAN CIVIL WAR TO WORLD WAR I BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will demonstrate an increase in comprehension of some of the early factors which contributed to the post-civil war economic growth by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Develop a two-page essay on any industrialist, railroad magnate, or other captain of industry of the late 19th century, reporting his aims, the obstacles he found, and his impact on American life.

2. Locate and label on an outline map of the U. S. the major railroad lines in operation by 1900.

3. Draw a "before and after" cartoon comparing the U. S. in 1860 and 1900.

4. Construct a diagram showing what you would include in a museum exhibit on 19th century science and industry.

5. Write character sketches or biographies of Samuel Gompers, Terence Powderly and Eugene V. Debs.

6. Prepare an essay comparing the strengths and weaknesses of Max Bellamy and George.

7. Prepare an illustrated circular urging farmers to join the Grange and Populist party.

8. Construct a graph identifying the significant developments in agriculture from 1861 to 1900.

9. Write an imaginary dialogue between a big business-style farmer and a big business-style manufacturer and a cheap money advocate and a dear money advocate.

10. Develop a three sided conversation that might have taken place after 1865 in which a union organizer tries to persuade a worker to join the union and an employer's representative tries to persuade a worker to ignore it.

11. Differentiate between labor problems today and those that occurred in the past.

12. Prepare a list of questions you would like to have asked any leader of labor or management of the late 19th century.

Objective #2: The student will increase in comprehension of the political developments in the U. S. during the latter part of the 19th century by completing the material in the following suggested activities with acceptable performance determined by the teacher.

13. Write an editorial attacking invisible government, the Tweed Ring, and the apathy of voters.

14. Write two campaign slogans each for the Republican and Democratic Parties of the late 19th century.

15. Draw a cartoon illustrating how President Cleveland showed courage while in office.

16. Pretend you are the leader of either the Democratic or Republican Party and then develop an ideal political party platform for any presidential election between 1865 to 1900.

17. Prepare a three-minute talk differentiating between "Stalwarts", "Half-Breeds", "Mugwumps" as applied to politics.

18. Outline the history of political parties from 1865 to 1900.

19. Pretend you are the mayor of a late 19th century American city and prepare a report to the citizens identifying your suggestions for solving several of the problems facing your city.

Objective #3: The student will increase in comprehension of the social, educational, and cultural developments in the latter part of the 19th century in the U.S. by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

20. Prepare a report outlining the careers of the following progressive mayors or governors: Samuel Jones, Tom Johnson, Robert M. LaFollette, Hiram F. Johnson.

21. Compile a list of quotations by or about Jane Addams, Joseph Pulitzer, and Susan B. Anthony.

22. Prepare a chart identifying trends in education and immigration in the period from 1865 to 1900.

23. Prepare a one or two page report on the social and cultural life of the late 19th century.

Objective #4: The student will increase in comprehension of the changing role of the U. S. at the time of the 20th century, both domestically and in its foreign policy, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

24. Construct a chart on the muckrakers in which you indicate in parallel columns their names, the names of their muckraking books, the evils they sought to expose, and your proposals to correct such evils.

25. Differentiate between initiative referendum, recall, and direct primary.

26. Compile a list of quotations from Theodore Roosevelt, Robert Taft, and Woodrow Wilson identifying what these quotations reveal about the men and their ideas.

27. Prepare a chart indicating in parallel columns ten progressive laws passed during the administrations of Presidents' Roosevelt, Taft, and Wilson, identifying the entire name of the President during whose administration each law was passed, the situation that each law sought to correct, and each law's main provision.

28. Construct a time line on the most important events affecting labor from 1890 to 1917.

29. Fill in on a map of the world European colonial possessions acquired between 1815 and 1914 and American colonial holdings in 1914.

30. Differentiate between colony, protectorate, sphere of influence, mandate, and trusteeships and give examples of each.

31. Prepare a newspaper editorial stating America's position in any three of the following affairs: The Spanish/American War, Roosevelt Corrollary, Wilson's Mexican policies, the Platt Amendment.

32. Outline in several paragraphs the present usefulness of the Panama Canal.

33. Write an imaginary page in the diary of President Wilson listing the reasons he wished to ask Congress for a declaration of war against Germany in 1917.

34. Construct a bulletin exhibit on World War I, including borrowed or imaginary pictures, cartoons, slogans, and newspaper headlines.

35. Fill in on a map of Europe the places in which Americans fought in Europe during World War I.

36. Write an essay on the status of civil liberties during World War I.

37. Draw a cartoon showing the attitude of Lloyd George, Vittorio Orlando, Clemenceau and President Wilson at the Paris Peace Conference.

38. Be prepared to agree or disagree with substantiation to this statement: "Wilson was more responsible for America's rejection of the League of Nations, than Henry Cabot Lodge."

39. Prepare an imaginary dialogue between a supporter and opponent of the United States entry into the League of Nations.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN KNOWLEDGE OF THE CHANGES WHICH CAME ABOUT IN THE U. S. FROM THE END OF WORLD WAR I TO THE PRESENT DECADE OF THE 1970's BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objectivc #1: The student will increase in comprehension of the 1920's, the so-called "Roaring Twenties," prior to the start of the Great Depression (1929) by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Prepare and develop a one-act play utilizing the songs, costumes, and dances of the 1920's.

2. Write a one or two page report recommending any two personalities of the "Twenties" for inclusion in either the Hall of Fame or a Hall of Infamy."

3. Write a poem giving your impressions of the Twenties.

4. Compose a dialogue between a member of the KKK and a critic of the KKK or one between a "wet" and a "dry."

5. Write an editorial expressing your reaction to the National Organization Act of 1924 and the prohibition experiment.

6. Write at least three newspaper headlines that would identify the business boom of the twenties.

7. Pretend you are a public relations man for one of the industries that helped to build the business boom for the twenties and outline material for an advertising pamphlet in which you indicate the progress made by your industry and its contribution to American life.

Objective #2: The student will increase in comprehension of the Great Depression, its causes and life during its duration by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

8. Write a one-page report which identifies the effects of the Great Depression on your local community or city and what was done to combat these effects.

9. Write an imaginary dialogue that might have taken place during the depression between a Capitalist and a Communist or between Herbert Hoover and Franklin Delano Roosevelt.

10. Draw a diagram identifying the chain reactions that led to the Depression.

11. Draw a cartoon expressing your feelings on the Depression.

Objective #3: The student will increase in comprehension of the steps taken by F. D. Roosevelt during his first 2 administrations (1932-1940) to relieve the nation of the Great Depression by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

12. Compare and contrast the differences between the aims and policies of the H. Hoover and the F. D Roosevelt administrations.

13. Develop and evaluate criteria which you would establish to relieve the social and economic problems of the Depression.

14. Prepare a list of controversial questions for class debate on the New Deal.

15. Draw a cartoon on the repeal of prohibition and a sit down started during that time.

16. Write a letter to the editor stating your reasons for supporting the Wagner Act and the Social Security Act.

17. Construct a chart of parallel columns on New Deal legislation, listing in one column the law or agencies; the second column, the purpose of each law; the third column, the provisions or powers of each; and in the last column, give your evaluation of each law or agency.

18. On the topic, "Resolved: That Franklin Delano Roosevelt was the best President of the United States," prepare a list of arguments either in support of or against this resolution.

19. Construct a chart evaluating the causes of the Great Depression.

20. Distinguish between "Old Economics" and the "New Economics" by defining: laissez-faire, capitalism, and Keynesian economics.

21. Write a one-page essay on the effects of the Depression on American Society.

22. Construct a chart classifying the purposes and main phases of the New Deal.

23. Draw a cartoon depicting the repeal of prohibition on American Society.

24. Construct a chart on New Deal legislation and its agencies. In column I, list the laws or agencies; in Column II, interpret the powers of each; in Column III, evaluate the function of each law or agency.

Objective #4: The student will increase in comprehension of the U. S. position in relation to the war years of World War II (1939-1945) by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

25. Compose a one or two page essay interpreting the causes for and events in the rise of Adolf Hitler to power in Germany.

26. Construct a chart comparing the elections of 1916 and 1940. Include the candidate, issues, slogans, and results of each.

27. Construct a timetable of the ten most crucial events of World War II and state why you had selected each one.

28. Compose a statement, such as the Four Freedoms speech or the Atlantic Charter, outlining the major ideas which would be included in any such proposal.

29. Prepare a chart outlining what should be included in an ideal charter for the U. N.

Objective #5: The student will increase in comprehension of the major developments during the post W. W. II years to the present by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

30. Locate on an outline map of the world major trouble spots during the cold war.

31. Write an imaginary dialogue between any two of the following: (a) Tito and Stalin; (b) Chiang Kai-Shek and Mao Tse Tung; (c) Truman and MacArthur; (d) Eisenhower and Nasser.

32. Prepare a three-minute news broadcast on the invasion of South Vietnam.

33. Compare the elections of 1956 and 1960 by listing the candidates, issues, slogans, and results of each.

34. Write an essay of two or three pages on the causes of the Watts Riot and the protest movements of the 1960's.

COMPREHENSIVE PROBLEMS

1. Up until the 1930's, all of the major reform movements in American history have been concerned with the loss of either freedom or economic opportunity.

   A. Discuss the accuracy of this statement.

   B. Contrast the goals of reformers since 1932 with those of the earlier reformers.

   C. Do the political debates which mark American society today reflect a clash of older reform goals with newer reform goals?

2. Thomas Jefferson, Theodore Roosevelt, Franklin Roosevelt, and George McGovern have all shared the title "liberal politician." Compare the political goals and the economic goals which each of these men have tried to secure, and then proceed to answer the following questions:

   A. Has liberalism changed its meaning with the passage of time?

   B. Can it still be said that these men still share enough in common to all be referred to by the same label?

   C. On the basis of your previous answers, give a definition of the word liberal.

3. "The United States is a land of plenty, where any man can substantially improve himself if he so wishes." Drawing upon your general knowledge of American history, comment upon the above statement by applying it to the 18th, 19th and 20th century experience of the American people.

SOURCES:

1. For the Colonial period:

   1. James Henretta. "Economic Development and Social Structure in Colonial Boston." William and Mary Quarterly, Vol. 22, 1965.

   2. Jackson Turner Main. Social Structure in Revolutionary America, 1965.

2. For the 19th Century

    1. Ray Ginger. "Managerial Employees in Anthracite, 1902: A Study in Occupational Mobility." Journal of Economic History, 1954.

    2. Stephen Thernstrom. "Urbanization, Migration, and Social Mobility in the Late 19th Century." From Barton Bernstein (ed.), Towards a New Past: Dissenting Essays in American History, 1968.

    3. Stephan Thernstrom. Poverty and Progress: Social Mobility in a 19th Century City, 1964.

3. For the 20th Century

    1. William Peterson. "Is America Still a Land of Opportunity." Commentary, November, 1953.

    2. Ely Chinay. "Social Mobility Trends in the U.S." American Journal of Sociology, Vol. XX, April, 1955.

    3. Seymor Lipset and Reinhard Bendix. Social Mobility in Industrial Society. 1963.

4. Occasionally, historians have taken one issue and have used it to describe the entire American experience. For example, Frederick Jackson Turner felt that the frontier made Americans a very democratic people, and, consequently, much of our history is the story of a people concerned with increasing their freedoms. On the other hand, Charles and Mary Beard felt that American history has been the story of a continuous struggle between the upper and lower classes for power. Finally, David Potter felt that American history is the story of a people concerned with acquiring material wealth. He consequently felt that all of the nation's political battles should be viewed within the context of how best to acquire wealth. Making use of both your general knowledge of history and of the works cited below, comment upon these three theses.

    SOURCES:

    1. Frederick Jackson Turner. "The Significance of the Section in American History." Reprinted in Paul Glad et al (ed.) The Process of American History.

    2. Charles and Mary Beard. The Rise of American Civilization.

    3. David Potter. People of Plenty.

5. It is often time assumed by students that wars are good for the economy. Test out this idea by comparing the state of the nation's economy for the five years which preceeded each of its wars with the five years which followed them.

   Note: Your answers may be checked against the ideas presented by economic historians on this subject by consulting Gerald Nash, Issues in U.S. Economic History.

HISTORIOGRAPHICAL PROBLEMS

Whenever historians attempt to discuss why certain events have occurred, they inevitably end up disagreeing with one another. Consequently, if one wishes to inquire into the motives of political leaders, or into the effectiveness of certain policies, etc., it is necessary to take a sampling of different historical works. This approach to studying history is known as the historiographical approach.

All of the questions listed below have been designed to introduce the student to this method of studying history. In order to facilitate his study, major sources have been provided. The teacher can best decide upon the selection of problems and their appropriateness.

1. There are a number of historians who feel that throughout our history the upper classes have used deceptive tactics to gain positions of power, and have subsequently used this power to exploit the lower classes. (Such historians are known as Progressive historians and New Left historians). One of the most famous charges of this group argues that the U.S. Constitution was not designed to give us a better government, but, rather, was created so that the rich could gain financially and acquire political power as well. In an extended essay, discuss the various "schools of thought" which have surrounded this controversy.

SOURCES:

1. Gerald Grob and George Billias. Interpretations of American History, I., Volume I, 2nd ed., 1972.

2. Paul Glad, et al (eds). The Process of American History. Vol. I, 1969.

3. Earl Latham. The Declaration of Independence and the Constitution. From the series, Problems in American Civilization.

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2. The 2nd quarter of the 19th century was a period which witnessed many reform groups, just as our present day does. There were anti-slavery reformers, educational reformers, temperance reformers, and even groups which called for the overthrow of the industrial system and a return to the simpler life. Up until the 1950's historians had taken a very favorable view of these groups; but, since that time, the motives of the reformers have been viewed with some suspicion. Discuss the various views which have been presented on this subject, and then discuss the relevance of these views to today's reformers,

SOURCES:

1. Gerald Grob and George Billias. Interpretations of American History. Volume I, 2nd ed., 1972.

3. With the rise of the modern civil rights movements, interest in the question of slavery has been re-kindled in historical studies. This is especially true in relation to the question of whether or not the south as a section could have done better economically had slavery not existed. This question can be explored in some detail by considering such a volume as that edited by Irwin Unger entitled: Essays on the Civil War and Reconstruction, from the series: Essays in American History Series.

4. Like the 19th century reformers, the motives of many 20th century reformers, such as the progressives, is now being debated. Write an essay which deals with the problem of whether the progressives were a group of reformers who simply wanted to restore the past; whether they were a group who sold out to business and simply used reform as a cover; or whether they were genuinely progressive.

SOURCES:

1. Gerald Grob and George Billias. Interpretations in American History, II. 2nd ed., 1972.

2. Edwin Rezwenc. Roosevelt, Wilson and the Trusts. From Problems in American Civilization series.

3. Arthur Mann. The Progressive Era, From the American Problem Series.

4. John Braeman. Essays on the Progressive Era. From Essays in American History Series.

5. The New Deal is considered to be one of the most, if not the most, important reform movements in American history. Yet the character of this movement, or what it really stood for, is hotly debated. Historians disagree as to whether it was an attempt to preserve American capitalist society or whether it was an attempt to modify and thereby reform the system. Write an essay which details the main line of argument which is employed by each side in this controversy.

SOURCES:

1. Gerald Grob and George Billias. Interpretations in American History. Volume II, 2nd ed., 1972.

2. Edwin Rezwenc. The New Deal. From Problems in American Civilization Series.

3. Frank Freidel. The New Deal in Historical Perspective. From American Historical Association Pamphlets.

4. Morton Keller. The New Deal. From the American Problem Series.

5. John Breaman. Essays on Recent America: The 20's and 30's. From Essays in American History Series.

6. Up until the 1950's, virtually all historians had assumed the Soviet Union was solely responsible for initiating the Cold War. Since that time, however, a number of writers have challenged this view, arguing that the United States should bear either partial or full responsibility for originating the conflict. This has led to a full scale debate which has continued to rage right up to the present. Write an historiographical essay which details the views held by the various schools of thought on this subject.

SOURCES:

1. Gerald Grob and George Billias. Interpretations in American History. Volume II, 2nd ed., 1972.

2. Paul Glad, et al (eds.). The Process of American History, Volume II, 1962.

3. Paul Baker. The Atomic Bomb. From the American Problem Series.

4. Alexander DeConde. New Interpretations in American Foreign Policy. From American Historical Association Pamphlets.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN COMPREHENSION OF BASIC ECONOMIC PRINCIPLES AND CONCEPTS BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in comprehension of basic economic concepts and in particular the American economic system by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Develop a paragraph defining economics and include the various segments that you feel should be part of the study of economics.
2. List the five factors of production and show the relationship of each factor to the succeeding one.
3. Explain or define in an essay the American economy as an economy of exchange. The essay should include several dramatic changes evident in the twentieth century.
4. Explain the phenomenon of "buy now, pay later" of the American system.
5. Select from a given list of twenty countries the top five countries with regard to the principle of "standard of living."
6. Draw a diagram showing the movement of goods and services through our economy as a circular flow. Include the three principal sectors of the economy and the arrows that describe this movement.
7. On an outline map of the United States, locate and label the parts of the country that have heavy concentrations of industrial workers and those sections with predominantly farm population.

Objective #2: The student will increase his comprehension of the economic concept of market price--by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities

8. Compose a one-page essay explaining the argument that the market system has been criticized on the grounds that it fails to provide those goods and services which do not bring any profit.

9. List the four major advantages and the four major disadvantages of the market system.

10. Prepare a five-minute oral report on the purpose of a stock market, the operation of the New York Stock Exchange, and the factors to be considered in buying stock.

11. Obtain a newspaper that contains complete stock market reports and then explain what each symbol and figure means in the listing.

12. Prepare a brief oral or written report on stocks and bonds as a good investment and whether it is ever wise to buy on margin.

Objective #3: The student will increase his comprehension of supply and demand by completing the following activities with minimum acceptable performance to be determined by teacher-made tests.

Objective #4: The teacher will evaluate the results of a pre-evaluation test administered to the students to determine treatment and individualize instruction.

Activities:

13. PRE-EVALUATION
Purpose: The purpose of this pre-evaluation test is to assist the teacher and student in determining if the student has gained any knowledge of supply and demand through his previous experiences. This test is only used to determine to what extent the objectives have been met by the student.

INSTRUCTIONS: You are to complete all the questions on the test. When you have finished the test, submit the test to the teacher who will correct the test and consult with you on the results.

A. Fill in the blanks in each of the statements below with the correct word or phrase:

1. _____ is the amount of any good or service offered for sale at all possible prices.

2. _____ is the amount of any commodity that buyers will take at all possible prices.

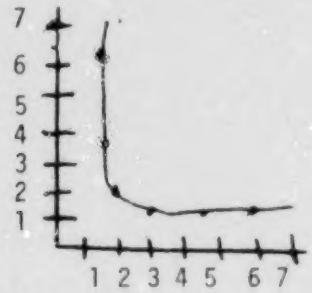
3. _____ brings buyers and sellers together to exchange goods and services.

4. A good must be _____ and _____ in order to have an economic value.

5. _____ means that most commodities such as butter, wheat or shoes might each have a variety of prices at the same time.

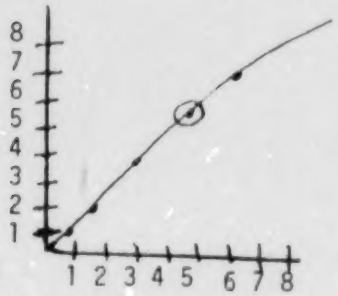
6. As the demand of a product increases the prices _____.

7. Identify the type of curve shown in the graph below:



7._____

8. Identify the circled point on the graph below:



8._____

B. Read the following statements and decide whether each statement is true or false. Write the complete word of your choice next to the number of your statement.

_____ 9. During the Civil War the demand for more ammunition caused an increase in the supply of ammunition being produced and consumed.

_____ 10. The supply of agricultural products decreased during the period between 1860 - 1900 because the demand for those products decreased.

Objective #5: The student will demonstrate comprehension of how supply and demand are basic forces in the free enterprise system by performing the following activities, minimum acceptable performance to be determined by scoring 85% accuracy on a teacher-made test.

Instructions: The following activities will help you define and explain the basic forces of supply and demand in the free enterprise system. You may choose any three or more activities you feel will help you to accomplish the goal of this lesson. You may test your progress in completing the goal by taking the self evaluation test at the end of this lesson. After you have completed the test, the answer key will be provided for your use by the teacher. If you have passed this test with 85% success you may proceed to the next lesson.

Activities:

14. In the book American Economics (Seymour, George H. Chicago: Denoyer - Geppert Company, 1967) read page 6.

15. Using classroom, library, or home resources write the definitions of the following terms:

    a) supply
    b) demand
    c) economic good
    d) free good
    e) quantity on hand
    f) market
    g) scarcity
    h) utility
    i) all possible prices
    j) competition

16. On one of the available bulletin boards in the classroom construct the features of supply and demand. Use labeled newspaper, magazine pictures and/or your own illustrations. Be sure to include the following:

a) Five economic goods or services.
b) One example of the supplier of each good or service.
c) One example of the consumer of each good or service.
d) Three possible prices the economic good or service can be offered by the supplier.
e) Three contributions to the production of each good or service.
f) The need or want each product fulfills on the part of the buyer.

17. Using your knowledge of supply and demand from research in the library, classroom and home resources explain in a well organized 300-word essay why:

"A house is considered an economic good and the air we breathe is considered a free good."

Include the following:

a) Eight steps in the production of the economic good.
b) Identity of the supplier and list four ways the price offered is judged by the supplier.
c) Identity of the buyer and list four considerations the buyer makes in judging the possible prices of a particular house.
d) Description of the need or want of the buyer fulfilled by the house.

18. Illustrate and label a series of pictures you would use for a short booklet you would create showing the supply and demand view of an economic good.

Include the following in your booklet:

a) A labeled illustration of your economic good or service.
b) In a series of six well constructed, labeled pictures show the contributions made to the production of that good or service.
c) Make one labeled illustration of the place where that good or service might be exchanged.
d) Make two labeled illustrations:
    1. the supplier of the good or service.
    2. the buyer of the good or service.
e) Make one labeled illustration of the need or want that good or service satisfies for the buyer.

19. SELF EVALUATION:
Instructions:
A. Place an A by the number of the items you believe to be an economic good in the list. Place a B by the number of the items you believe to be a free good in the list below:

_____1. wind

_____2. bolts

_____3. electricity

_____4. cars

_____5. sea water

_____6. snow

_____7. drinking water

_____8. vase

_____9. rain

_____10. boats

B. Fill in the blanks with the correct term or phrase.

Name two qualities all economic goods possess in order to be considered of economic value.

11._____ 12. _____

In order for goods to be produced by the seller there must be a 13._____for these goods; and in order to fill the basic needs of a person a 14._____ must be provided by the seller. The place where goods and services are exchanged is called, 15._____.

Objective #6: The student will demonstrate comprehension of how the interaction of the forces of supply and demand creates economic activity in the free enterprise system, minimum acceptable performance determined by scoring 80% accuracy on a teacher made test.

Instructions:
The following activities have been designed to help you demonstrate and explain the resulting economic activity of the interaction between supply and demand. There are five groupings of various activities listed below. You are to choose one or more activities from each of the five following groups, depending on your understanding of the subject matter in each group. When you have completed the activities, you may check your progress by taking the self-evaluation test at the end of this lesson. You may correct the test yourself by asking the teacher for the answer key. If you have passed the test with 80% success, you may then go on to the next lesson.

Activities:
Group I - Choose one or more of the following activities:

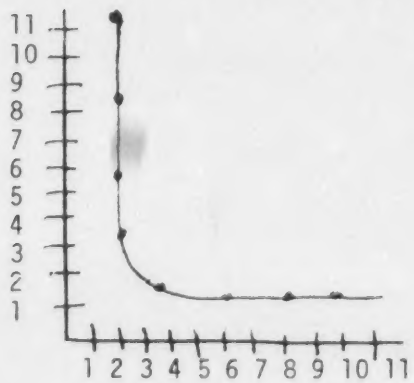
20. In the book American Economics (Seymour, George H. Chicago: Denoyer - Geppert 1967) read pages 6 and 7.

21. Observe the chart on supply and demand. ("The American Economics Chart." Chicago: Denoyer-Geppert 1967).

22. View the filmstrip "Basic Economics" (Encyclopedia Britainica Corporation). Note in any of the above activities the supply and demand schedules, graphs, and explanations of both graphs and schedules.

Group II - Choose one or more of the following activities:

23. Explain in a well organized 200 word essay:



a) what the figure to the left represents.

b) explanation of the representation of the numbers on the vertical axis and horizontal asix.

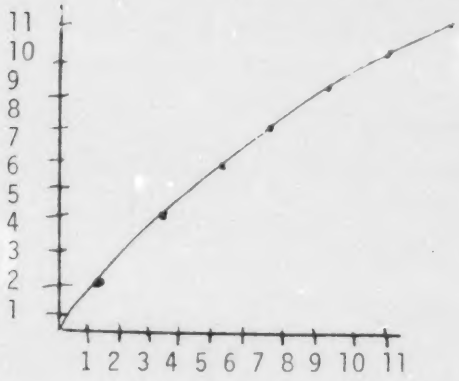
c) why the line on the graph descends.

24. Construct your own demand schedule for a particular good or service of your own choosing. Graph that demand schedule on graph paper.

25. Teach another student what a demand schedule represents, the parts of a demand graph, how to graph a demand schedule and why the line descends on the graph.

Group III - Choose one or more of the three activities:

26. Explain in a well organized 200 word essay:



a) What the figure to the left represents.

b) Explanation of the representation of the numbers on the vertical axis and horizontal axis.

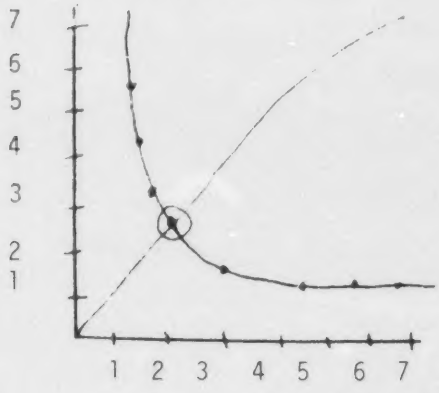
c) Why the line on the graph ascends.

27. Construct your own supply schedule for a particular good or service of your own choosing. Graph that supply schedule on graph paper.

28. Teach another student what a supply schedule represents, the parts of a supply graph, how to graph a supply schedule, and why the line ascends on the graph.

Group IV - Choose one or more of the three activities listed below:

29. In a well organized 200 word essay explain:



a) What the circled point represents.
b) If the supply increases.
c) If the supply decreases.
d) If the demand increases.
e) If the demand decreases.

29. Choice II
In a series of five graphs demonstrate:

a) The result of an interaction of supply and demand of any good or service of your own choosing.

b) The result of an increase in demand.

c) The result of a decrease in demand.

d) The result of an increase in supply.

e) The result of a decrease in supply.

30. Teach another student what the result is graphically from an interaction of supply and demand, the results of an increase and decrease in demand, and the results of an increase and decrease in supply.

Group IV - Complete one or more of the following activities:

31. Simulate an auction for six or more students using five items of different qualities:

a) Using fake money, equally divide the money among the members of the group.

b) Choose an auctioneer.

c) The auctioneer will start the bidding according to the set prices on the items.

d) A discussion will follow the auction comparing the auction to the interactions of the supply and demand in the market place.

32. In the book Citizenship and Government In Modern America (Bard, Harry and Moreland, Willis D. New York: Holt, Rinehart and Winston, Inc. 1966) read chapter 11.

33. Call a local retailer and ask him to address the class on:

a) How prices of items in a store are determined.

b) Why items are reduced in price.

33. (continued)

c) when these items are reduced in price.

d) Why some items are reduced more than other items.

e) How a retailer judges how much he must buy of an item.

f) How a retailer decides what to buy.

34. SELF EVALUATION:
Instructions: Fill in the blanks with the correct term or phrase.

A. On a supply and demand graph, the horizontal axis represents _____.

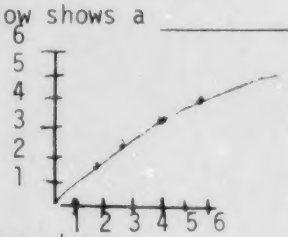
B. On a supply and demand graph, the vertical axis represents _____.

C. The result of an interaction of supply and demand is _____.

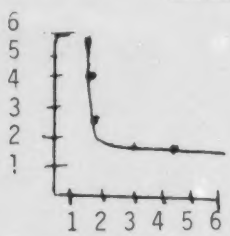
D. As the demand increases, the price _____.

E. As the supply curve decreases the price _____.

F. The graph below shows a _____ curve.



G. The graph below shows a _____ curve.



H. The result of an interaction between _____ and _____ is a price.

I. As the demand curve decreases the prices _____.

J. As the supply curve increases the prices _____.

Objective #7: The student will increase his knowledge of how the supply and demand of certain products during the period from 1860 to 1900 brought about the rise of big business. Minimum acceptable performance to be determined by scoring with 80% accuracy on a teacher-made test.

Instructions: The following activities will help you be able to write a paragraph on any one of five products that contributed to the rise of big business. You may choose three or more activities that are listed below. You may check your progress by taking the self-evaluation test at the end of this lesson. You may correct the test yourself by asking the teacher for the answer key. If you have passed the test with 80% success, you may go on to the post-evaluation test.

Activities:

35. Read the selections from one or all of the following books:

    a) Pages 281-297 The Story of Our Land and People (Moon, George H. New Jersey: Prentice-Hall 1960.)

    b) Pages 300-309 This Is America's Story (Wilder, Thomas New York: Houghton Mifflin Company 1959).

    c) Pages 162-184 The Story of Our America (Southworth, William T. New York: Holt, Rinehart, Winston 1954).

36. View the filmstrip on "A Picture History of the Civil War-Civil War on the Home Front" (Encyclopedia Britanica Corporation 1968) and view "Our History 1860-1900 Economic Growth" (Encyclopedia Britanica Corporation 1966).

37. Graph five products that from 1860-1900 grew as a result of a need or demand.

38. List the need next to each product. Explain in five paragraphs how each product was able to increase its supply.

39. Illustrate by means of newspaper and magazine pictures or your own drawings:

    a) Six products that increased its supply from 1860 to 1900.

    b) Label the need on each picture that was fulfilled by each product.

    c) For each product illustrate two ways the supply was increased to meet the demand for that product.

40. SELF EVALUATION
    Instructions:
    A. Read the following statements below and decide whether each statement is true or false. Write the correct word of your choice next to the number of your statement.

    _____1. The assembly line used in factories during the period between 1860 and 1900 increased the supply of goods produced by industries.

    _____2. The Bessemer process increased the demand for iron after 1865.

    _____3. The consolidation of industries increased the supply of the product of the consolidated industry.

    _____4. Industries were forced to consolidate because the demand increased during 1860 to 1900.

    _____5. Large industries researched the demands of society in order to supply its needs.

B. Place an X by the number of the items you believe to be products whose supply and demand greatly increased during the period between 1860 - 1900.

_____1. automobile	_____6. coal
_____2. iron	_____7. locomotives
_____3. steel	_____8. jets
_____4. oil	_____9. radio
_____5. meat	_____10. telephone

POST EVALUATION TEST

Purpose: The purpose of this post-evaluation test is to assist the teacher and student in determining whether the student has met the objectives of this learning activity package.

Instructions: You are to complete all the questions on this test. When you have finished the test, submit the test to the teacher who will correct the test and consult with you on the results.

A. Fill in the blanks with the correct term or phrase.

1. _____ brings buyers and sellers together to exchange goods and services.

2. A good or service must be _____ and _____ in order to have an economic value.

3. The demand curve _____ and shows the quantities of the good or service buyers are willing to take at various prices.

4. If the price is low, the _____ tends to be small.

5. The consolidation of industries increased the _____ of the product of the consolidated industry.

B. Read the following statements below and decide whether each statement is true or false. Write the correct word of your choice next to the number of your statement.

_____6. Large industries research the demands of society in order to supply its needs.

_____7. As the supply of a product increases, the prices increase.

_____8. A good must be freely available and scarce in order to have economic value.

_____9. All possible prices means that most commodities such as butter, wheat or shoes might each have a variety of prices at the same time.

_____10. During the industrial period (1860-1900) the population shift to the cities put an increased demand on agriculture.

C. Follow the directions given in the statements below.

11. Ir one or two sentences define supply.

12. In one or two sentences define demand.

13. In a short, concise essay explain the forces of supply and demand by:

    a) the values an economic good or service must possess.
    b) the result of the interaction of the two forces of supply and demand.

14. In one or two sentences define price.

15. Choose one of the products listed below. In a paragraph, list the contributions this product made to the growth of big business.

    a) steel
    b) meat
    c) petroleum
    d) coal
    e) electricity

D. Complete the following problems:

16. Graph the following demand schedule on the provided graph paper:

All possible prices	Quantities on hand
$4	11
$6	9
$8	7
$10	5
$12	3

17. Graph the following supply schedule on the provided graph paper:

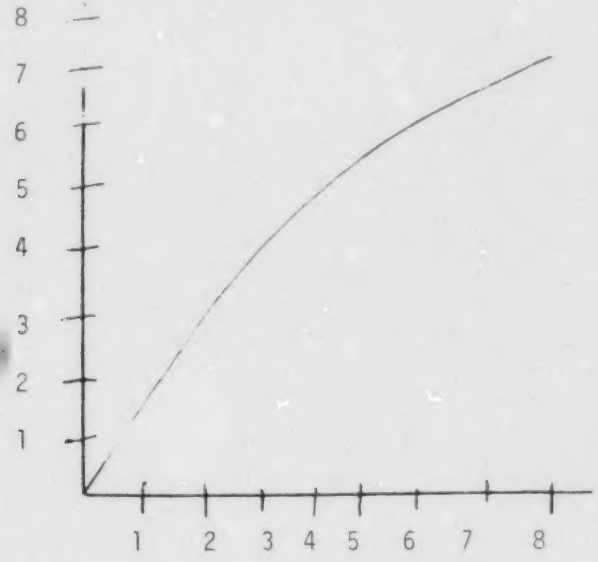
All possible prices	Quantities on hand
$1	2
$3	6
$4	7
$8	10
$9	11
$13	15

18. Graph the following demand and supply schedules on the provided graph paper:

Supply		Demand	
$4	2	$1	15
$6	7	$3	14
$7	8	$4	12
$9	9	$8	9
$12	14	$11	6

19. What is the resulting price of the interaction of supply and demand in the above problem? (Problem 18)

20. Identify the type of graph the following figure represents:



QUEST OPPORTUNITIES

Instructions: After you have finished the post evaluation test successfully, you may want to further research one of the following topics or you may research a topic of your own choosing with the permission of the teacher.

Activities:

1. Research and write a clear, concise four-page report on three effects of the interaction of supply and demand on products which have perpetuated the growth of business after 1900.

2. Construct a bulletin board that illustrates the different types of markets in the American free enterprise system.

Objective #5: The student will respond positively to the question: "Is the stock market regulated too strictly?" as measured by teacher observation of the student's arguments given in class discussions.

Objective #6: The student will increase in comprehension of the concept of the Gross National Product as a measurement of economic performance by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

41. Outline the Gross National Product to include the definition of G.N.P., components of G.N.P., and government contributions to G.N.P.

42. Prepare a five-minute oral report on the several components of national income.

43. Construct a circular graph on Gross National Product, using the figures available for the most current fiscal year.

44. Write a one-page essay explaining the difference between each of the following accounts: gross national product, national income, personal income, and disposable personal income.

45. List the most frequently studied economic indicators used to forecast trends in the economy. Include two supplementary lists containing the coincident indicators and lagging indicators.

Objective #7: The student will increase in comprehension of how the business cycle is used to determine the level of economic activity by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

46. Draw either a series of sketches or a cartoon strip showing the different stages of a business cycle.

47. Prepare a five minute oral report on that phase of the business cycle that you think we are in at present, with supporting arguments.

48. Write one paragraph explaining the differences between each of the following sets of terms: boom, contraction; accelerator, multiplier; investment, consumption; easy money, tight money.

49. Construct two graphs on the business cycle: one showing industrial production for each of the past ten years and the other construction contracts for the past ten years.

Objective #8: The student will respond positively to the question: "Are booms and depressions inevitable in our economic system?" as measured by teacher observation of the student's arguments given in class discussions.

Objective #9: The student will increase in comprehension of these concepts--full employment, price stability, and economic growth--by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

50. Explain in a written statement or oral report the statement that "full employment is not possible without inflation."

51. List and briefly explain three ways in which the government could use its monetary tools to reverse the trend during a period of recession.

52. Explain the differences between the federal government's fiscal policy and its monetary policy.

53. List and then explain the various sections of the federal government's Employment Act of 1946.

54. Summarize in a five-minute oral report why the statistic per capita GNP in constant dollars is preferred to total GNP in current dollars.

55. As the president of an emerging nation, write a one-page essay stating your economic policy, including plans for increasing productivity, and increasing aggregate demand, and maintaining political and social stability.

ENRICHMENT PROBLEMS

Problem 1. "A nation's economic system is a reflection of its history, its social institutions, and the times." Illustrate this statement by referring to (A) the United States, and (B) one foreign country.

Problem 2. In terms of the laws of supply and demand, explain each of the following: (A) the difference in price between diamonds and rhinestones (rhinestones are glass copies of diamonds), (B) the difference in price between today's and yesterday's newspaper, and (C) the difference in price between roses in January and roses in June.

Problem 3. The Federal Government has played an important part in stimulating productivity. What has been the significance of each of the following in this regard? (A) patent laws, (B) protective tariffs, (C) federal programs to aid education, (D) tax laws which give give industries special deduction when they purchase new machinery, (E) scientific and technological research programs.

Problem 4. Answer the following five questions for (A) the single proprietorship, (B) the partnership, and (C) the corporation:

1. How is the business formed?
2. How long will the business last?
3. Who is liable for the debts of the business?
4. Who manages the everyday affairs of the business?
5. How does the business obtain capital?

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN COMPREHENSION OF THE ECONOMIC CONCEPTS OF PRODUCTION AND CONSUMPTION OF GOODS AND SERVICES BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in comprehension of the concept of production by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. List and define the five factors of production and then show the relationship of one factor to another.

2. Outline the sources of rising productivity in our American Economic System.

3. Construct a table depicting the Law of Diminishing Returns. The statistics used should demonstrate the "point of negative returns."

4. Elaborate in a one-page essay upon the reasons why the United States leads the world in production.

Objective #2: The student will increase his comprehension of the concept of automation and the promise and problems caused by this phenomenon of industry by performing the following activities, acceptable performance to be determined by the teacher.

Activities:

5. Define the term "automation" including the major steps in history of the development of the term.

6. Discuss the statement "technological unemployment should only exist as a temporary problem if government and industry help provide solutions".

Objective #3: The student will increase his comprehension of the new business form -- the corporation -- and the stock market by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

7. List the advantages and disadvantages of the individual proprietorship and partnership forms of business organization.

8. Define the corporation form of business organization including the major advantage of such a form--limited liability.

9. Construct a chart showing the organization of a corporation from the stockholders down to the workers.

10. Explain the difference between the ownership and management of a corporation.

11. Define the term stock market; explain the difference between security, exchanges, commodity markets, and the over-the-counter market.

12. Write a one-page essay comparing and contrasting preferred stock and common stock.

13. Compose an outline showing the relationship between corporations and bonds including the difference between mortgage bonds and debenture bonds.

14. Obtain a newspaper that lists the reports of the major stock exchanges in the country and interpret it from the listings of the prices of corporation stock and the other symbols included.

15. Discuss the wisdom of investing in the stock market. Include comments received from interviewing a licensed broker.

16. Explain why a seat on the New York Stock Exchange is considered a valuable asset.

17. Write a one-page essay on the steps necessary in completing a stock transaction.

18. Discuss in several paragraphs factors that are considered in buying and selling stock, including speculation, selling short, and bear and bull markets.

Objective #4: The student will increase in comprehension of large-scale production, monopoly, and government controls by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

19. Explain why American businesses have grown larger and larger in recent years.

20. Discuss the difference between variable costs and fixed costs giving several examples of each.

21. Define the term "economics of scale" by listing the several major facts or factors that comprise this term.

22. Write a one-page essay defining the term "automation" and the promise and problems caused by this phenomenon of industrial production.

23. Define the term "monopoly" in relation to its role in the American economic system.

24. Outline the various forms of monopoly showing the historical development of these forms and include an example of each.

25. List and define the antitrust laws that have been or are being used to regulate monopolies in the United States.

26. Explain why legal monopolies have been established by government including the purpose of public utilities, patents, and copyrights.

27. Define the four major forms of business and combinations: horizontal, vertical, circular, and conglomerate.

28. Outline the history of the Interstate Commerce Commission and the change in its powers since its beginning.

Objective #5: The student will increase in comprehension of the role of the consumer in the American economy by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

29. Define the role of the consumer in the type of economic system used in the United States and the consumer's effect on the total economy.

30. Explain the difference between primary wants and secondary wants as used by the consumer.

31. Recite Engel's Law from memory.

32. Explain the difference between money income and real income.

33. Define the term "cost of living" and give examples.

34. Interpret the Consumer Price Index and explain how it is composed.

35. Define the term "discretionary spending" and give one example.

36. Compose a one-page essay on "standard of living" including reasons why the American standard of living is the highest in the world.

37. List four reasons why consumers buy what they buy.

38. Explain the role of advertising in television and in the press, and then state its effect on the consumer.

39. List four social and psychological factors that influence consumption including "conspicuous consumption".

40. Identify and define the role of several federal, state and local government agencies that were created to protect the consumer.

41. Compose a one or two page essay on Ralph Nader, including all past and present works accomplished by him for consumer protection.

42. Prepare a budget on your own personal income and expenditures.

Problem 1. Frank Diaz wanted to invest $5,000. One possibility that interested him was the bonds of a newly formed toy company that pledged its factory and equipment as security and would yield him a return of 10 per cent on his investment. The other was the common stock of a company that has been doing business for over sixty years. (a) Which investment (the bond or the stock) seems to offer the greater degree of safety of principal? (b) Why might Diaz purchase the bond? (c) Why might he purchase the stock?

Problem 2. Harry Smith feels that a certain company's common stock is underpriced at its current level of $15 per share. Frank Jones, however, is certain that the stock is overvalued. Since both these men speculate in the stock market they undertake to act on their convictions. Neither of them owns any of the company's stock at the present time. (a) Assuming that each plans to deal in 200 shares, what action will Smith and Jones take in their speculation? (b) Which one of the two is the bull? the bear? (c) Three months later both speculators decided to close out their transactions. The stock is selling at 12 1/4. (1) What action will each one take? (2) What were the results?

Problem 3. A manufacturer of portable radios has a plant capacity of 100,000 radios per year. Overhead costs are $500,000 per year, in addition to which there are variable costs of $10 for each unit produced. Sales have been running at 50,000 units per year at a wholesale selling price of $25. Recently, a large mail-order department store offered to purchase an additional 50,000 radios a year which it would market under its own name. It offered to pay the firm $20 per radio. (a) Should the manufacturer accept the offer? Explain. (Assume that he continues to sell the 50,000 units to his other customers at $25 each). (b) Suppose that the department store offered to buy the entire output of 100,000 radios at $15 per radio. Should the manufacturer accept the offer? Explain.

Problem 5 In a large city most of the record shops charge the same prices for their records. Competition, however, is quite brisk, and one store frequently advertises on the radio. (a) Since all four stores are charging the same prices for their merchandise, what techniques might each one adopt to differentiate its service from the others? (b) What kind of competition does this illustrate? (c) Advocates of other economic systems have argued that it is wasteful for firms to compete in the sale of indentical products. Give two arguments to counter this point of view.

Problem 6 In 1961, in a case involving America's leading electrical equipment manufacturing companies, it was revealed that these firms had been meeting secretly for as long as 15 years to fix prices on some of their products. In their defense, some of the firms argued that the price fixing was necessary in order to avoid competition that could reduce profits, force some companies to reduce operations, and cause unemployment. (a) Explain this argument. (b) Do you agree with it? Why or why not?

Problem 7 Although the United States has traditionally been committed to the principle of free enterprise and the market system, it has adopted quite the opposite philosophy in the case of the public utilities. These firms are told what they may charge their customers, where they may operate, and the kind of service they must maintain. (a) Why might not public regulatory agencies be willing to grant rate increases requested by public utilities. (c) Under what circumstances would you say that the power company serving your community would be entitled to a 10 percent increase in its electricity rates?

Problem 8 (a) "People seeking to borrow money should shop for the credit just as they would for merchandise." Explain this statement. (b) Some persons argue that lenders should be limited by the government as to the amount of charges that they are permitted to levy on their loans. Other persons claim what a seller can charge for his merchandise. What is your opinion? Explain your answer.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS COMPREHENSION OF THESE ECONOMIC CONCEPTS--LABOR, TAXATION, MONEY, AND BANKING--BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in comprehension of the concept of labor, its unions, and its relationship with management by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities

1. Describe the size and composition of the labor force in the United States today.
2. List the four major factors that affect the supply of labor.
3. Describe in one or two pages the early labor movement in the United States up to and including the Knights of Labor.
4. Explain in a written report the rise of the American Federation of Labor and the role of Samuel Gompers in its formation.
5. Define the term "collective bargaining" and give one example.
6. List the three major provisions of "bread-and-butter" unionism.
7. List the major aspects of the Wagner Act and the National Labor Relations Board.
8. List the provisions of the Taft-Hartley Act.
9. Explain the difference between mediation and arbitration in labor-management relations.
10. State the purpose of a strike in collective bargaining. Explain why the use of a strike is not desirable by labor or management.
11. Describe briefly the national organization of the AFL-CIO.
12. List and define the various kinds of shop organizations available under U.S.Labor regulations.
13. Explain and give at least three examples of fringe benefits in a labor contract.
14. Describe at least three of the illegal methods no longer used in labor-management relations.

Objective #2: The student will increase his comprehension of the concept of public finance and the role of government by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

15. List the five major reasons why government expenditures have risen so sharply in recent years.

16. Prepare a sample budget of the Federal government showing the major areas of expenditures and receipts.

17. Give as many reasons as you can why education is the top expenditure for most state and local budgets.

18. Describe the expenses of national security in the Federal budget.

19. Substantiate the fact that local and state highway expenditures have increased eightfold from 1946 to 1967.

20. List the four major functions of taxation in our economic system.

21. Explain Adam Smith's view on the characteristics of a good tax system.

22. Compare and contrast, with examples of each, progressive, proportional, and regressive taxes.

23. Explain the difference between indirect and direct taxes and give an example of each.

24. Identify the major taxes paid on the federal, state, and local levels of government.

25. Complete the Federal income tax form 1040 with given information.

26. Define excise taxes and identify those commodities so taxed.

27. List the provisions of estate and inheritance taxes on the federal and state levels.

28. Explain how and why corporation stockholders are subjected to "double taxation."

Objective #3: The student will respond to the statement, "the government should reduce its economic activities as much as possible," as measured by teacher observation of the student's arguments given in class discussions.

Objective #4: The student will increase in comprehension of these economic concepts--money, credit, and banking--by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

29. Outline the development of the use of money from the barter system to today's currency.

30. List the three functions of money in our economic system.

31. Identify and define several necessary qualities of money.

32. Describe how currency is produced and distributed in the United States.

33. List and describe the major kinds of banks and other financial institutions available in the U. S. today.

34. Compose a sample balance sheet of a commercial bank showing the assets and liabilities of the bank.

35. Explain the function of the Federal Deposit Insurance Corporation.

36. Define the three bases of credit that are used by lending institutions.

37. Explain the difference between personal and commercial credit and give one example of each.

38. Identify and define the four most widely used credit instruments in the American economic system.

39. Construct a map labeled with the twelve districts of the Federal Reserve System.

40. List the major services provided by Federal Reserve banks for member banks.

41. Write and endorse a sample check commonly used in demand deposits.

42. Describe the route of a check from the time it is written until it is returned to the sender including the role of the clearinghouse.

43. Explain the operation of the loan system between Federal Reserve Banks and their member banks and the function of the discount rate.

ENRICHMENT PROBLEMS

Problem 1. Consider the following four workers: (1) a unionized printer, (2) a farmer with six years of schooling who recently arrived in the city, (3) a negro carpenter, (4) a chemical engineer. For each of these: (a) explain two factors that are likely to influence the wages that he will receive, and (b) would you say that any of these workers is in need of special government assistance? Why or why not?

Problem 2. The labor union movement in the United States has developed a pattern of years of growth followed by periods of decline. (a) With reference to the period either from 1900 to 1920 or 1935 to 1957, account for the growth that took place in the labor union movement at that time. (b) With reference to the period either from 1920 to 1933 or 1957 to 1963, summarize the factors that would account for the decline in the labor movement during those years.

Problem 3. In recent years there have been increasing numbers of strikes by public employees such as teachers, transit workers, sanitation men, and municipal hospital workers. In many instances these were in violation of existing laws which prohibited such strikes. (a) Give two reasons why many states and the federal government have prohibited strikes by their employees. (b) Should bus drivers working for a city-owned bus company be prohibited from striking? Bus drivers working for a private company...? Explain your answers. (c) Do you believe that government employees have the right to strike? Defend your answer. If your answer is "no," what form of machinery do you think could be used to settle a dispute between a government and its employees? (d) Why has this become a serious problem in recent years?

Problem 4. (a) Do you think that labor unions should concern themselves with controversial issues that are not directly involved with conditions of work, for example, the war in Viet Nam, the draft, crime, and civil rights? Explain your answer. (b) Select one current issue on which labor leaders have expressed themselves. (1) Identify the issue and the union position. (2) Explain why you agree or disagree that unions should have adopted this position.

Problem 5. (a) Local and state highway expenditures increased eightfold from 1946 to 1967. How would you account for this change? What would you expect the future trend to be? Justify this prediction. (b) Local and state expenditures for public welfare increased more than 50 times between 1927 to 1967. How would you account for this?

Problem 6. Throughout history, the most popular form of money has been gold. (a) Give three reasons why gold has been such a popular form of money. (b) What would happen to the value of gold if it were discovered that it could easily be made at home on the kitchen stove? Explain your answer. (c) Suppose that a nation has issued gold coins and that for some reason the value of gold is now rising. What will the holders of the gold coins most likely do with them? Explain your answer.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN COMPREHENSION OF THE GROWTH AND STABILIZATION OF THE AMERICAN ECONOMIC SYSTEM BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in comprehension of the various economic activities the government engages in by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. List the major services provided by local and state governments.

2. Identify the five major economic activities of government and give an example of each.

3. Give the main arguments for and against public power projects such as TVA.

4. Prepare a chart showing various government agencies that regulate industries.

5. Draw either a series of sketches or a cartoon strip showing how the Federal Government helps the farmer, the small businessman, and the consumer.

Objective #2: The student will increase in comprehension of the ways by which governments obtain necessary funds for operation by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

6. Identify three factors that must be considered in defining taxes.

7. Differentiate between a license fee and an assessment.

8. Prepare a chart of at least eight taxes showing whether the tax is levied by local, state, or national government, whether the tax is based on benefits received or ability to pay and whether the tax is a direct or indirect tax.

9. Draw a cartoon showing how hidden taxes may affect a family's standard of living.

10. List those banks which must belong to the Federal Reserve System and those banks who may choose to join the Federal Reserve System.

11. State the requirements member banks of the Federal Reserve System must meet.

12. Explain how Federal Reserve Banks increase and decrease the supply of money in circulation according to demand.

13. Define discount rate and give one example.

14. State three ways by which the Federal Reserve System can influence the lending power of member banks.

15. List the conditions under which the Open Market Committee might order Federal Reserve Banks to sell government securities.

16. Write a two-page essay in which you explain how an increase or decrease in the discount rate affects the ability of banks to make loans.

17. Explain how raising and lowering the reserve requirements affects the lending capacity of member banks.

18. Differentiate, with examples, among inflation, deflation, and depression.

19. Draw two cartoons, one showing the conditions of the average consumer or family during inflation, and the other during a period of deflation.

20. Elaborate upon the dangers of both inflation and deflation.

21. List the things an individual can do to protect himself from the effects of inflation and deflation.

ENRICHMENT PROBLEMS

Problem 1. In recent years, states and localities have had increasing difficulty in meeting the rising cost of government. (a) By comparing their sources of income with those of the federal government, discuss the reasons why they are having these financial difficulties. (b) What proposal would you suggest that would help states and localities obtain adequate revenues?

Problem 2. One of the principal functions of the Federal Reserve System is to provide the nation with an "elastic currency." (a) Define "elastic currency." (b) Describe how the Federal Reserve System fulfills this responsibility. (c) Suppose that the nation's money supply were required by law to be equal to the amount of gold held by the government, and that paper money and coin were circulated strictly in accordance with this formula. How would this differ from an elastic currency? What problems would be created by such a system.

Problem 3. Occasionally, the assertion is made that "full employment is not possible without inflation." (a) Explain the meaning of this statement. (b) Do you agree with it? Why or why not?

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CONSUMER EDUCATION

MAJOR OBJECTIVE I: The Consumer and the System

THE STUDENT WILL INCREASE IN COMPREHENSION OF THE CONSUMER'S ACTIVITIES WITHIN THE ECONOMIC SYSTEM.

Objective #1: The student will increase in comprehension of the role of consumers in the United States economy by performing the following activities with acceptable performance to be determined by the teacher.

Activities:

1. Define the term consumer and describe his role in our free-enterprise system.

2. Draw a cartoon demonstrating one way you serve as a consumer.

3. Explain how scarcity of goods and services creates an economic problem.

4. Prepare a list of five secondary or non-essential wants and the approximate dollar cost of them between the present time and the time you are graduated from high school.

5. Explain in a paragraph the chain of events that would result in this country if consumers suddenly stopped buying.

6. Predict the effect on the country's economy if teenagers drastically changed their spending habits and spent half of what they usually spend in a year.

7. Compare the consumer decisions of American teenagers today with those of fifty years ago. What pressures do today's teenagers have that influence their decisions?

*appears in both the Jr. and Sr. high school guides

8. Debate the topic: "Life was better fifty years ago." Be prepared to debate both pro and con.

9. Define and explain each of the four factors of production--land, labor, capital and management.

10. Taking any three items in the room, trace back and chart how each has been affected by the above four factors in its journey from its original state to its present state.

11. Point out four ways in which modern production in a large factory differs from old-fashioned production.

12. Construct a diagram showing how goods and services move through our economy in a circular flow.

Objective #2: The student will demonstrate an increase in comprehension of the major problems confronting consumers by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

13. Compile a list of problems that the average consumer has to deal with in today's business world.

14. Collect five newspaper articles dealing with various consumer problems. For each article, summarize the issue in question form and then interpret the problem.

15. Draw up a set of simple rules by which a consumer can avoid poor consumer practices.

16. Interview a representative from the State Attorney-General's office, the Better business Bureau and the Rhode Island Consumers Council and list the most common compiaints they handle.

17. Explain what is meant by "bait-and-switch?"

Objective #3: The student will display comprehension of how advertising influences the consumer by performing the following suggested activities with acceptable performance determined by the teacher.

Activities

18. Why would an advertisement for three rooms of furniture for $115.00 be considered bait?

19. Investigate and then prepare a report on the present law dealing with bait-and-switch.

20. Think of a case, real or imaginary, which illustrates the problem of bait-and-switch. Present it to the class for analysis.

21. Ask your parents and friends to furnish you a list of goods they purchased within the past week. Along with each item, find out if their decision to buy the item was influenced in any way by some form of advertising.

22. Construct a bulletin board display: "The Media of Advertising"--use examples under such categories as television, billboards, radio, giveaways, matchbooks, catalogs, fliers, magazines, and newspapers.

23. During a 60 minute television program, find out how much of the total hour was used up by advertising. Chart out the entire program and be ready to share your findings with the class.

24. Compile clothing advertisements that are directed toward teenagers and evaluate them in terms of how they affect buying habits of teenagers.

25. Write out an advertisement in a form which would appeal to members of your class.

26. As a member of a two-or three-student group, write up and act out a simple "commercial" in class.

27. Interview five local storeowners and find out why they sometimes put items on sale at a loss.

28. Debate on the following topic. "Resolved, that T.V. advertising is harmful to the average consumer." Prepare pro and con arguments.

29. Concentrate on one particular period in history--the 1930's, for instance--and gather samples of ads during that period. Then analyze them in terms of how they reflect the social trends and living standards of that period.

30. Obtain a copy of an old Sears, Roebuck catalog--1899 or 1903, for instance, and, based on this, list and price the furniture and fixtures you would need in your present bedroom. Compare this with one using today's catalog.

Objective #4: The student will evaluate the importance of maintaining sound banking habits as measured by teacher observation of the student's responses to the following activities.

Activities:

31. Explain in what respect a bank is similar to any other business.

32. Write a one page report on the effect on our community if banks suddenly closed with no other similar institutions to take their place.

33. If you have a savings account, describe how the account was opened, when interest is paid, what the interest rate is, and for what purpose you are saving.

34. Find out from your parents, relatives or friends what type of savings account they have and if they actually know what percent of interest they are receiving on their account.

35. Differentiate between a commercial bank and a savings bank. What consumer services does each provide?

36. Commercial banks are sometimes called "department store" banks because they offer such a wide variety of services to the public. List these services.

37. Compare the interest rates that are paid to depositors on savings accounts in savings banks with rates paid on deposits in commercial banks, credit unions, and other financial institutions.

38. Through class discussion, identify the difference between time deposits and demand deposits.

39. Compare the interest costs on consumer loans obtained from a commercial bank, a credit union, a sales finance company, and a personal finance company.

40. List the advantages of using checks instead of cash for paying bills.

41. Help prepare a bulletin board display illustrating the check clearing process.

42. Do you recommend keeping cancelled checks indefinitely? State your reasons.

Objective #5: The student will respond actively to the statement, "Buying on credit-- Is it a blessing or a curse?"--as measured by teacher observation of the student's arguments given in class discussion or in debate and by successful completion of the following activities.

Activities:

43. Investigate and report to the class the reasons why people buy items on credit.

44. Write a report on the following topic: "How would my life be different if credit did not exist?"

45. List the advantages and disadvantages of buying on credit.

46. Explain in a paragraph why consumer credit often becomes one of our major problems.

47. Analyze a newspaper and see how many advertisements mention the possibility of credit purchases. Clip them and bring them to class.

48. Find out why many merchants are more anxious to sell to you on credit terms rather than for cash.

49. Obtain an application for a charge account from a retail store and fill it in completely. Report to the class on the procedure used for carrying charges.

50. Interview a credit official and find out the differences among the various forms of interest computation.

51. Make out a list of legal obligations that a borrower assumes by signing a credit contract.

52. Draw a cartoon related to credit buying and its problems. The class will then analyze and discuss it.

53. Make up your own list of rules for wise credit buying.

54. Research our state's consumer credit laws reporting especially some of the most recent changes.

55. Look up both the Federal and our state's "Truth-In-Lending" laws and report on the provisions of these laws to the class.

56. Investigate credit card organizations such as Diners Club and American Express and find out just how they make money.

57. Develop a crossword puzzle using the following terms as answers. You have to write out the clues and construct the puzzle.
    Answers: credit, creditor, repossess, charge accounts, carrying charge, easy payments, character, capacity, garnishment, Truth-In-Lending, collateral, credit cards, installment.

Objective #6: The student will display comprehension of the concept of personal budgeting by performing the following suggested activities with acceptable performance determined by the teacher.

Activities

58. Find out from an adult what form of budget is used in his or her household. Report your findings to the class.

59. Interview a manager of a bank or credit union and find out the types of money problems that are encountered by individuals who fail to establish plans for managing their money.

60. List the steps necessary in working out a personal budget.

61. Draw up a budget for your own personal expenditures for one week.

62. Discuss how spending habits can be improved based on the information obtained from the above project.

63. Write a report on the following: "The budget is your financial conscience."

64. Conduct a survey of teenage spending habits and find out how teenagers finance their clothing budgets.

65. List the differences and similarities between a family budget and a governmental budget.

66. What does the government do when it is short of funds? Can individuals do the same?

67. Explain what must be done with a budget if income proves to be less than was originally expected.

68. Select an imaginary, but realistic, salary you would receive for a specific job. Deduct taxes and then plan a budget for the rest of your income.

Objective #7: The student will display knowledge of the general principles of consumer purchasing by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

69. Interview merchants or sales persons and compile a list from them on "Tips for the wise shopper."

70. Draw a series of sketches or a cartoon strip contrasting wise and unwise buying habits.

71. Be prepared for a class discussion on the following topic: "Is price the only factor to consider when comparison shopping?"

72. Compare the prices of several items in each of the major types of retail stores. To what extent do they differ? Which offers the best selection, service, warranty, etc.?

73. Discuss the reason why many people will shop in a small "one man" store even if the price may be higher.

74. List the provisions of the Truth-in-Packaging Law of 1966. How does this law help the consumer?

75. What meaning does the following statement have in relation to packaging? "Never judge a book by its cover."

76. Discuss the added costs to consumers of fancy and unnecessarily expensive packaging.

77. Tell why each piece of information on a label is important to the consumer.

78. Should you buy an item just because it is a bargain? Explain your answer.

79. How does timing your purchases make you a wiser consumer?

80. Be ready to discuss in class the pros and cons of the following questionable, yet widely held beliefs:
    A. "You get what you pay for" that is, price alone is a reliable guide to quality.
    B. "You can be sure if it's....." that is, brand name alone is a reliable guide to quality.

81. Compare prices of goods in a store which offers trading stamps with one which does not offer stamps. Report your findings.

82. What is unit-pricing? How does it help the consumer compare prices?

83. Bring to class three food packages or cans. Construct a unit price label for each item.

84. Take a survey of teen-agers and see how special occasions such as Christmas, Easter, and school social affairs influence buying habits. How do clothing stores prepare for these special occasions?

Objective #8: The student will demonstrate an increase in his comprehension of the importance of life and health insurance by performing the following suggested activities with acceptable performance determined by the teacher.

Activities

85. Prepare a chart showing the major types of life insurance and give an explanation of each.

86. Write a report on the following statement: "Life insurance should really be called family insurance."

87. Explain the difference between a straight-life policy and an endowment policy.

88. Why does term life insurance cost less than other types of life insurance?

89. What are the advantages of taking out life insurance at an early age?

90. Help prepare a bulletin board using a life insurance policy. Label the important terms to remember such as face, premium, type of policy, accidental death benefit, grace period, etc.

91. What is the primary purpose of health insurance?

92. Investigate the different types of health insurances offered in Rhode Island and report your findings to the class.

93. Obtain copies of sample health insurance policies and discuss the various types of coverage provided.

94. Interview a relative or friend who has health insurance and recently used it for an illness. Find out how much money was saved by having the health insurance.

Objective #9: The student will increase in comprehension of legal problems which effect consumers by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

95. Define and give five everyday situations that involve contracts.

96. Explain why all agreements are not contracts.

97. List and explain each of the five elements necessary in each contract.

98. Obtain copies of five written contracts possibly from members of your family or friends. Examine each of the contracts to identify each of the five elements of the contract. Prepare a report in which you list your findings.

99. Search the newspapers and locate five court cases involving contracts. Determine the question of controversy in each case. Then analyze the case in light of each of the five elements of a contract.

100. What is meant by "age of majority"?

101. What is the age of majority in Rhode Island?

102. Name some conditions in which a minor may be held to a contract.

103. Write a one page report on the following topic: "The law is a shield to protect minors. It should not be used as a sword."

104. Discuss the reasons why it is desirable to employ the services of an attorney before signing important contracts.

MAJOR OBJECTIVE II: The Consumer In The Labor Market

THE STUDENT WILL INCREASE IN COMPREHENSION OF THE CONSUMERS ROLE IN TODAY'S WORKING WORLD.

Objective #1: The student will increase in comprehension of the factors which affect the supply of labor by performing the following suggested activities with acceptable performance determined by the teacher.

Activities.

1. Explain the difference between a skilled and unskilled worker. Give ten examples of each.

2. What factors may affect the supply of labor?

3. Explain how supply and demand affects jobs.

4. How does supply and demand affect wages?

5. Why are employers willing to pay higher wages for scarce skills?

6. Be ready to discuss the relationship between one's educational level and future earnings.

7. Predict five occupations which in your opinion will need many more workers in twenty years.

Objective #2: The student will respond positively to the economic principle "the law of least social cost", that is, a worker is most likely to succeed if he engages in those activities for which he is best fitted and in which he finds enjoyment, as measured by the teacher's observation of student interest shown in class discussions or in brief 3-5 minute oral report with acceptable performance determined by the teacher.

Objective #3: The student will analyze the types of compensation available and how they are determined as measured by teacher evaluation of a 3-5 minute oral report following the completion of the following activities.

Activities:

8. Explain how the wages of labor are determined.

9. Explain how the three basic methods of wage payment operates:
(1) timework (2) piecework (3) incentive wage

10. The average total income received per person will vary widely from state to state or from one geographical area to another. List four or five reasons for this wide variation in per capita income.

11. Investigate the hourly wage rates in your community for ten classes of workers, such as carpenters, painters, or lawn-care men. Report your findings to the class.

12. Find out the present trend in wages and how present wages compare with wages five years ago.

13. Prepare a report to the class on the contents of the Fair Labor Standards Act.

14. Construct a graph on the relationship that exists between the number of years of school completed and the money income or wages an individual receives.

15. Be prepared to discuss the following: "Should there be a guaranteed annual wage?"

16. What are the arguments in favor of raising the minimum wage? The arguments against?

17. Explain what a fringe benefit is.

18. Prepare a list of all the fringe benefits offered to workers in this country.

19. Estimate the dollar value of the present fringe benefits received by one member of your family.

Objective #4: The student will display knowledge of the procedure one should follow in the process of getting a job by completing the following suggested activities with acceptable performance determined by the teacher.

Activities

20. Interview a local businessman to determine what is looked for in job applicants. Write out your findings and report to the class.

21. Interview a representative of your state or community Employment Service and find out his views on the correct method of applying for a job.

22. Formulate a list of rules you should follow in order to have a successful interview.

23. Examine newspaper want ads for the kind of job you would like to get. List the steps you would then take in order to get that job.

24. Obtain a copy of any employment application blank and fill it out. Draw up a list of questions that you do not understand about the application blank.

25. Be ready to discuss any experiences you have had in "getting a job."

26. Most workers are at times uncertain about their ability to make progress in their jobs or even of keeping them. Interview two or more workers you know and question them to find out why this is true. Prepare a list of reasons given.

27. Research and report on the following projects:
    A. Training programs under Manpower Development and Training Act.
    B. Job Corps.

Objective #5 The student will increase in comprehension of the concept of labor unions and their contributions to modern America by completing the following suggested activities with acceptable performance determined by the teacher.

Activities

28. Interview your parents, relatives, or any other acquaintance who works and find out if they are union members and ask them to explain to you what their union does for them. Report your findings to the class.

29. How would you, as a worker benefit from belonging to a union? What would be the major disadvantages?

30. Be ready to discuss the following in class: "The factors which led to the creation of unions no longer exist and thus unions are no longer necessary."

31. Construct a diagram showing the difference between a craft union and an industrial union.

32. Write a two page report on one of the following persons, listing his contributions to the labor movement:

    A. Samuel Gompers B. John L. Lewis C. Eugene Debs

33. What are some of the chief causes of strikes?

34. In most cases, a strike hurts both the employer and the employees, but they still go on. Draw up an alternative solution to the strike.

35. How does the strike illustrate the statement "In unity there is strength" ?

36. Write a speech pretending to be a union leader who is urging members to go on strike.

37. Write a report and be ready to present your reasons to the class on the following topic: "Should public employees have the right to strike?"

38. Give some examples where a strike by public employees could endanger public health and safety.

39. Investigate and report on a recent strike-examining the issues, the events, and the results. Using the results of the strike, evaluate the effectiveness of the strike.

40. Find ten newspaper or magazine articles dealing with controversial labor issues. Clip the articles and bring them to class.

41. Prepare a chart comparing techniques used by labor and by employers during disputes.

42. Be prepared to debate on the subject of compulsory arbitration.

43. Explain why the Wagner Act has been called "Labor's Bill of Rights".

44. Construct a chart for display, listing all the major federal labor laws with dates of passage and their provisions.

Objective #6: The student will evaluate the contributions of Social Security to society as measured by teacher observation of the student's responses to each of the following suggested activities.

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Activities

45. Explain some of the reasons why you think that changes which have taken place in the last hundred years have caused social security laws to become necessary.

46. Explain the procedure you would have to follow in order to obtain a social security number.

47. Write a letter to the Social Security Administration on behalf of your parents to determine the current standing of their account.

48. Predict the effect upon our local, state and federal government's spending if social security insurance programs were discontinued.

49. Interview retired relatives presently receiving social security and find out if they feel the amount they are presently receiving is enough to live on. Report your findings to the class.

50. What is unemployment insurance?

51. Find out what procedure one has to follow in order to collect unemployment insurance.

52. Who pays for unemployment insurance ultimately?

53. If an employee is out of work because of a strike, can he collect unemployment insurance? Explain your answer.

54. If you were revising the Social Security law, what benefits and coverages would you add or drop?

MAJOR OBJECTIVE III: Business Enterprise

THE STUDENT WILL INCREASE IN COMPREHENSION OF THE ORGANIZATION AND OPERATION OF BUSINESS ENTERPRISE IN AMERICA.

Objective #1: The student will display comprehension of the two most common forms of business organization, sole proprietorship and partnership, by performing the following activities with acceptable performance to be determined by the teacher.

Activities:

1. To what kinds of business is the sole proprietorship best suited? Why?

2. List the principal characteristics of the sole proprietorship.

3. A. What are the major advantages of the sole proprietorship?
   B. What are the disadvantages?

4. If you were engaged in a business, indicate three possible:
   A. advantages of your having a partnership.
   B. disadvantages of your having a partnership.

5. If you wanted to go into business would you go at it alone or find a partner? Explain the reasons for your choice.

6. What is the difference between a general partner and silent partner?

7. Conduct a survey of your neighborhood. List all the types of small businesses present, finding out if they are sole proprietorship or partnership.

8. Explain how a franchise business operates.

9. Make a study of a franchise business in your neighborhood. Report your findings to the class.

Objective #2: The student will evaluate the operation and the advantages of the corporation as measured by teacher observation of the student's responses to each of the following suggested activities.

Activities

10. What are the major differences between a corporation and the sole proprietorship or partnership form of business?

11. Draw a flowchart showing the organization of a typical corporation.

12. If a corporation can operate efficiently with ten thousand owners, why is it not possible for a partnership to do the same thing?

13. Explain how a corporation is formed.

14. What is the difference between an open corporation and a closed corporation?

15. Draw a flowchart showing how a corporation distributes its profits.

16. From a proper state official, a local bank or a lawyer, or some other source, obtain information as to the requirements in your state for organizing a corporation. Make a list of these requirements and procedures.

17. Draw up a crossword puzzle using the following words as answers and then construct clues for the answers:
corporation, share, stock, dividend, board of directors, speculation, stock exchange, mutual fund, proxy, charter, liability.

18. Give your opinions as to why you think most large companies are organized as corporations.

Objective #3: The student will display knowledge of the cyclic nature of economic activity in the United States by performing the following activities with acceptable performance determined by the teacher.

Activities

19. What is meant by the term "business cycle"?

20. Answer the following questions:

    A. Identify the phase represented by each letter.
    B. Which part of the cycle would you prefer to live? Why?
    C. Characterize the present state of the economy and locate it on the curve.

21. Construct a chart showing the business cycles in this country from the 1850's to the present.

22. Read and report on a recent magazine article dealing with business conditions and the business cycle. To find such articles, see listings in the "Readers Guide To Periodical Literature."

23. Draw a series of sketches or a cartoon strip showing the different stages of the business cycle.

24. What role should the government play in controlling changes in the nation's economic activity?

25. Prepare a chart showing how each of the following is affected during each phase of the business cycle.

    A. Wages
    B. Profits
    C. Prices
    D. Employment
    E. Sales
    F. Credit
    G. Interest rates
    H. Production

26. State the differences between a period of prosperity and a period of inflation.

27. What is meant when we say that inflation feeds itself?

28. Draw a flowchart to illustrate the wage-price spiral.

29. Interview people who lived through the Great Depression of the 1930's. Find out how they adjusted to the economic situation of the country. Report your findings to the class.

30. Form a committee to write and produce a script about the 1929 stock market crash and the Great Depression, following the pattern of a documentary television program.

31. Suppose you were President of the United States and when you took office the country was deep in a depression. What steps would you take to get us out of it?

Objective #4: The student will respond positively or negatively to the statement: "The government has no business in business." This response will be measured by teacher evaluation of student interest as shown by statements given in class discussions or in a 2-3 minute oral report.

Objective #5: The student will demonstrate an increase in his comprehension of the role of the government in our economy by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

32. Why are certain governmental functions and activities called public services?

33. Describe the major services provided by local and state governments.

34. Taxes have been called "the price of civilization." Explain in a paragraph what is meant by this statement.

35. Be prepared for a debate on the graduated income tax. Take either stand to prepare for the debate.

36. Prepare a chart showing various government agencies that regulate industries. For information consult the United States Government Organization Manual.

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37. Draw a series of sketches or a cartoon strip showing how the federal government helps the farmer, a small businessman, and the consumer.

38. List five governmental services that you can enjoy today which were not available to your great-grandparents.

39. Prepare a chart or poster showing on one hand the specific demands of certain economic groups for governmental regulations and on the other hand the governmental regulations enacted to meet these demands.

40. Make a study of your community to determine the extent to which services are provided by your local government.

41. Give illustrations of services and products provided by the government that probably would never be provided by private business.

Objective #6: The student will evaluate the economic features of capitalism when compared with other economic systems as measured by teacher observation of the student's responses to each of the following suggested activities.

Activities

42. Prepare a chart showing the main economic features of capitalism, communism, socialism, and fascism.

43. Point out ways in which the economy of the Soviet Union contains elements of capitalism and in what ways the economy of the United States contains elements of socialism.

44. How are prices and wages determined in a free economy? In a totalitarian economy?

45. Be ready to report to the class on how the economy of the Soviet Union operates.

46. Draw a series of sketches comparing the life of a consumer in the United States with the life of one in the Soviet Union.

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47. Prepare a list of economic advantages a citizen of a democarcy enjoys that a citizen under a dictatorship does not.

48. Read and report to the class on a recent magazine article about another country's economic system. Consult listings in the Readers' Guide to Periodic Literature.

49. Cite some specific examples of the ownership of productive wealth by governmental units in the United States. Are they forms of socialism? Be ready to defend your answer.

50. Imagine yourself in the role of a leader of a developing nation. Write out a master plan for the development of that country.

Objective #1: The student will increase his comprehension of the governmental agencies which aid consumers by completing the following level with acceptable performance determined by the teacher.

MAJOR OBJECTIVE IV: Agencies Which Aid The Consumer

THE STUDENT WILL INCREASE HIS COMPREHENSION OF THE MANY GOVERNMENT AND NON-GOVERNMENT AGENCIES WHICH AID CONSUMERS.

Activities:

1. Investigate and find out how the Rhode Island Consumer's Council aids consumers in the state of Rhode Island.

2. What is the main purpose of the Consumer Affairs Unit of the state Attorney General's Department?

3. Investigate and report on the following laws which have been passed in Rhode Island over the years that deal with consumer protection:

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A. [illegible]-Lending Law
B. Home Solicitation Sales
C. Utilities Shut Off
D. Watered Products
E. Unordered Gifts and Merchandise
F. Credit Card Crime Act

4. Prepare a consumer complaint form which would be appropriate for obtaining the information necessary for the investigation of a complaint.

5. Interview a representative of the Consumer Affairs Unit of the state Attorney General's Department and find out how their complaints differ from those of the R.I. Consumers' Council. Report your findings to the class.

6. Interview a representative of your local small claims court and find out the type of cases that are heard in this court. Report your findings to the class.

7. Look up the fair-trade laws and discuss arguments for and against from the viewpoint of (a) the consumer, (b) the retail merchant, and (c) the manufacturer.

Objective #2: The student will display knowledge of the Federal Departments which enforce consumer protection by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

8. How does the Department of Commerce serve the consumer?

9. Read and report to the class on a recent magazine article dealing with the Federal Trade Commission and their never ending battles with false advertising claims.

10. Interview a local supermarket manager and find out how often a representative of the Food and Drug Administration visits his store and exactly what he does do when he visits.

11. Find out how the Federal Food, Drug, and Cosmetic Act protects the consumer.

12. Assume that you buy a product through the mail from another state on the basis of an advertisement in a magazine and find that the product does not conform to the quality or the description in the advertisement. List the steps you could take in order to get your money back.

13. Find and bring to class any toys which you think are unsafe. Be ready to present your reasons to the class on why you consider the toys to be unsafe.

Objective #3: The student will display knowledge of the non-governmental agencies that are available to the consumer by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

14. What kind of information does the consumer need to know about the product or service he is considering?

15. Write a report on the achievements of Ralph Nader. The report should focus on how he has helped the consumer.

16. Interview several supermarket managers and find out how they try to protect their customers.

17. Obtain a copy of Consumer Reports and be ready to discuss this publication with the class.

18. Write to, or visit, the Better Business Bureau in your community. Find out how the Bureau works for the consumer. Discuss your findings with the class.

19. Find out what "acceptance" of a dental product by the Council on Dental Therapeutics means.

20. In most large cities how can a person obtain free legal advice or assistance?

21. Name some labels of independent testing organizations or associations that are guides to quality. Bring some products to class which display these labels.

PSYCHOLOGY AND SOCIAL PROBLEMS

MAJOR OBJECTIVE I:

THE STUDENT WILL LEARN THAT BEHAVIORAL SCIENCE IS ONE METHOD OF UNDERSTANDING HUMAN BEHAVIOR BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will know that much of human behavior is apparently orderly, patterned, and lawful and therefore susceptible to scientific study.

Note: Bibliographical references appear at the end of this section. Superscript numbers refer to such references.

Activities

1. Read article #1, "The Case of the Water Witches," in Introduction to the Behavioral Sciences,[4] and summarize the evidence offered in support of the author's belief in dowsing.

2. After reading Article #1, determine to what extent the evidence offered is convincing? Scientific?

3. Read and study Class Handout #1[1] and then analyze the evidence offered.

Objective #2: The student will know that the major difference between behavioral science and natural science is in the nature of the subject matter rather than the method.

Objective #3: The student will comprehend, given sufficient information about an investigatory procedure, the extent to which the procedure is scientific.

Activities

4. Participate in the experiment, using Filmstrip 1, part 1, "Heads of Women."[3]

Objective #4: The student will comprehend that the experiment, the sample survey, and the case study are the principal research methods used in the behavioral sciences.

Activities

5. Read article #5, "How Behavioral Scientists Work,"[4] and summarize the three kinds of studies used in behavioral sciences, the experiment, the sample survey, and the case study.

6. View Filmstrip #1, part 2,[1] and discuss what types of data each test is designed to produce.

Objective #5: The student will apply knowledge to a given problem or hypothesis in the development of a small research project yielding relevant data evaluated by teacher-student critique.

Activities

7. Take Personality Test #1[1] and after receiving the analysis of it evaluate the scientific procedures used.

8. Select a topic or devise an hypothesis with the help of the instructor and utilizing the six steps of inquiry attempt to solve the problem or test the hypothesis.

MAJOR OBJECTIVE II:

THE STUDENT WILL INCREASE HIS KNOWLEDGE AND COMPREHENSION OF PREJUDICE AND ITS EFFECTS BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will be able to develop a workable definition of prejudice and discrimination.

Activities

1. Read Article #41,[4] and summarize the author's view on race.

2. View Filmstrip 7, "Race and Culture,"[1] and develop generalizations about each of the frames in the filmstrip. Be prepared to discuss them in class.

Objective #2: The student will become familiar with the general classifications of race that are commonly used today.

Objective #3: Given a variety of photographs of racial and cultural groups, the student will be able to induce the generalization that physical differences among men do not determine cultural differences.

Activities

3. Read Article #43[4] and be ready to discuss the results of the tests given to U.S. Army personnel regarding race, region and intelligence.

Objective #4: The student will synthesize available scientific information to formulate a conclusion pertaining to the presence or absence of significant differences in intelligence among human races.

Objective #5: The student will be able to distinguish between tests that are relatively "culture free" and those that are culturally biased, and to be able to devise items for both kinds of tests.

Activities

4. Complete Class Handout #13[1], and be prepared to discuss which items test intelligence and which test or reflect culture or previous learning.

5. Participate in a 'Cultural Bias Test' and be prepared to discuss its implications in class.

6. Complete the "Ethnic group adjective check list"[4] and be prepared to discuss this list in class.

Objective #6: The student will be able to give evidence that prejudice is a learned phenomenon.

Activities

7. Read Article #46[4], and be able to describe the method used to gather information about racial attitudes and self-concepts of very young children.

8. View Filmstrip #8, "Draw Me a Person,"[1] and be prepared to analyze the art work of the children as they respond to the request, 'draw me a person'.

Objective #7: The student will be able to discuss the various degrees of prejudice and specify which are most resistant to modification, and why such is the case.

Activities

9. View the Filmstrip, "Seeds of Hate," part 1 & 2,[1] and be prepared to take the post-viewing Assessment Inventory.

10. After viewing the filmstrip, "Seeds of Hate, part 1 & 2,[5] list the following: A. the five sources of prejudice, B. the four degrees of prejudice, C. the four costs of prejudice, D. the five ways of revealing prejudice.

11. View the film, "The Hangman," and then write an analysis of the poem in your own words.

MAJOR OBJECTIVE III:

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE VARIOUS TYPES OF ABNORMAL BEHAVIOR, THEIR POSSIBLE CAUSES AND TREATMENTS, AND THE IMPLICATIONS OF ABNORMAL BEHAVIOR FOR SOCIETY, BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will be able to develop and relate a definition of abnormal behavior.

Objective #2: The student will be able to describe the five main varieties of behavior disorders.

Activities

1. Read material illustrating examples of disordered personalities, then list and describe the five major varieties of disorder.

Objective #3: The student will learn the general characteristics of Autism and be able to identify them in a given case study.

Activities

2. Read Article #34, "Joey: A Mechanical Boy,"[4] and do the following:

   a) List some of the probable causes suggested in the article.
   b) List and describe the kinds of behavior which suggest that Joey is suffering from Autism,
   c) Summarize the treatment which was employed in Joey's case.

Objective #4: Given a case study involving one of the five major behavioral disorders, the student will be able to identify the correct abnormal behavior.

Activities

3. View the filmstrip, "Two Studies in Schizophrenic Art,"[1] and be prepared to discuss the psychotherapist's interpretations of Joey's drawings.

Objective #5: The student will gain knowledge of the various methods now being employed in the treatment of abnormal behavior as measured by a teacher-made test.

Activities

4. Interview someone who has worked with Autistic children and report findings to the class. (Bradley Hospital program of Behavior Modification, Providence, R.I.).

Objective #6: The student will be able to relate some of the major problems encountered in treating mental illness in our state and private institutions.

Activities

5. Read Article #35[4], and summarize the possible causes of schizophrenia.

6. Read Article #36,[4] "Treating Schizophrenics," and summarize the various types of Psychotherapy and Somatic therapy.

7. Listen to Record, Side 1, Band 3, "A Psychotherapeutic Interview"[1] and be prepared to discuss the interview and the techniques used.

8. Read Article 37, "Treating Schizophrenia: A Behavioral Approach,"[4] and explain how conditioning therapy differs from other forms of psychotherapy.

9. Read article, "Effects of Deprivation of Love," case histories at Bradley Hospital, Providence Journal, and summarize the article's main points as to causes of the problem and possible therapies. Be prepared to discuss your summaries in class.

10. Read Case Study #1,"Barbara Y,"[4] neurotic reactions, and be prepared to relate the chief characteristics of neuroses and the chief causes of the patient's problem as presented in the study.

11. Read Case Study #2, "Kitty G,"[4] character disorders, and be prepared to relate the chief characteristics of character disorder and the causes of the patient's problem.

12. With members of the class or individually, visit and tour the Howard complex in Cranston and report on your tour to the class.

13. Take a tour of a mental illness treatment center and write an essay on "Problems of treating mental illness at ....."

14. The student will undertake a research project to investigate at least one effect which abnormal behavior has upon our society, i.e criminal behavior, juvenile delinquent behavior, deviant social behavior, etc.

MAJOR OBJECTIVE IV:

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE CONCEPT OF UTOPIA, MAN'S DREAM OF A PERFECT SOCIETY, BY EXAMINING THE IDEAS OF SKINNER, HUXLEY, THOREAU, AND OTHERS.

Objective #1: The student will comprehend that behaviorism is a theory which focuses on producing or eliminating behavior through a system of positive and negative reinforcements.

Activities

1. Read Article #56,"A Behavioral Utopia,"[4] and summarize how behaviorism is used as the basis of Skinner's Utopia, Walden II.

2. After reading Article #56,[4] write a short essay on how American children learn the lessons of their culture, and the extent that reinforcement is used.

Objective #2: The student will know that the principles derived from behavioral research have been used as foundations for a vision of an ideal society or Utopia.

Objective #3: Given examples of explicit use of behaviorist techniques to socialize children, the student will be able to recognize the use of behaviorist techniques in the training of American children.

Activities

3. Read Article #57, "Controlling Human Behavior-I,"[4] and summarize Skinner's argument in defense of a society controlled by behaviorism.

4. Write a short essay on one of these two questions: "If everyone is controlled is freedom possible?" Or: "Is freedom possible without controls on everyone?"

Objective #4: The student will comprehend that individual behavioral scientists are influenced by their values in deciding how their findings should be used.

Objective #5: The student will analyze other Utopian thinkers who suggest a variety of methods to achieve their idea of a perfect society.

Activities

5. View the film, "Conflict," and be prepared to discuss its implications.

6. View the filmstrip, "Free Will and Utopias, part I, " Man Free?"[2] Be prepared to discuss the concepts of free will, determinism, freedom, operant conditioning, and conscience.

7. View the filmstrip, "Free Will and Utopias, part II, "Utopias,"[2] which examines the ideas of Moore, Plato, Bacon, Thoreau, Skinner, and Huxley. Be prepared to compare and discuss their ideas on society, control, individuality, democracy, equality, and social order.

8. Read a Utopian novel of your choice, such as Huxley's Brave New World, Orwell's 1984, Skinner's Walden II, Plato's Republic, and write a report examining the author's view of a perfect society.

Objective #6: The student will be able to relate his own ideas on what a perfect society would be, and the methods needed to reach such a state of Utopia.

Activities

9. Write a report in which you create what you feel is a perfect society. Be as explicit as you can and include the methods needed to reach your stated goal. Be prepared to defend your ideas.

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3. Heads of Women, Pleasantville,(New York: Warren Schloat Productions, Filmstrips, 1972).

4. Sandberg, John, Introduction to the Behavioral Sciences, (New York: Holt, Rinehart and Winston, 1969).

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DRUGS

Objective #1: The student should be able to define a drug and distinguish between drug use and drug abuse by performing the following activities to the satisfaction of the teacher.

Activities:

1. Define in writing a "drug".
2. Participate in a small group discussion on the difference between drug use and drug abuse
3. Identify, through various case studies prepared by the teacher, drug users and drug abusers and compare interpretation with other students in the class.

Objective #2: The student should be able to recognize the value of certain drugs when used properly by performing the following activities to the satisfaction of the teacher.

Activities:

4. Prepare a list of some of the common drugs found in the home and available without prescription.
5. State the beneficial aspects of the proper use of these drugs found in the home.
6. Invite to class and discuss with a pharmacist, the beneficial aspects of proper drug use.
7. Invite to class and discuss with a representative of a drug firm, the beneficial aspects of drug use.
8. Research and discuss in small groups such topics as: The role of the Pure Food and Drug Administration; the pros and cons concerning advertising of drugs; and other topics related to the proper use of drugs.
9. Invite a doctor to class and discuss with him the value of drugs when used according to prescription and the inherent dangers involved in taking some drugs.

Objective #3: The student should be able to relate the history of drug abuse from ancient times to the present by performing the following activities:

Activities

10. Research and prepare a report on the use of marijuana dating as far back as the ancient Chinese.

11. Research and prepare a report on the use of opium and it's introduction to America.

12. Research and prepare a report on the spread of narcotic addiction in the United States.

13. Research and prepare a report on the hallucinogenic drugs used by various tribes for religious rites.

14. Prepare a time line from antiquity to the present to illustrate the use of drugs.

Objective #4: The student should be able to classify the major drugs of abuse according to an acceptable scheme by performing the following activities to the satisfaction of the teacher.

Activities

15. Prepare a chart outlining the major categories of drugs and examples in each category and include common street names for each of the drugs.

16. Compare categories with other members of the class to find whether some drugs may be placed in different categories.

17. Invite a member of the local police force to class and discuss the major categories of drugs and examples as outlined by the laws.

18. Invite a pharmacologist to class and discuss the major categories of drugs and examples.

19. Discuss in small groups any discrepancies arising in the classification of drugs and the probable reasons for them.

20. Participate in a field trip to the pharmacology department of a local university to view drugs of use and abuse being grown and prepared.

21. In a field trip to the pharmacology department of a local university, view experiments in progress involved in drug research.

22. With the help of the teacher, arrive at a classification of drugs which is in line with other members of the class and which can be used for future reference.

Objective #5: The student should be able to identify the physiological dangers of drug abuse by performing the following activities:

23. Discuss and prepare a list of the ways in which drugs may be introduced into an organism.

24. Define in writing: tolerance, physical dependence, abstinence syndrome or withdrawal symptoms, habituation, and addiction.

25. Using an acceptable classification scheme, outline the major physiological effects of each drug, symptoms of abuse, and symptoms of withdrawal, if any.

26. Invite a doctor to class and discuss with him the physiological effects of the major categories of drugs, any side effects and dangers from abuse.

27. Invite a doctor to class and discuss with him the dangers to an unborn fetus of both the use and abuse of drugs.

28. Participate in a field trip to Marathon House of some other local drug rehabilitation center to discuss firsthand the dangers of drug abuse.

29. Invite to class and discuss with a representative from the local Alcoholics Anonymous Chapter the dangers of alcohol abuse.

30. Perform supervised experiments on laboratory animals to illustrate the physiological effects of different drugs.

Objective #6: The student should be able to identify the alterations to the nervous system resulting from drug abuse.

Activities

31. Research and prepare a report citing studies of the effects of certain drugs on such things as reaction time, coordination, etc.

32. Research and prepare a report on the effects of certain drugs on the physiology of the human nervous system.

33. Using selected drugs, perform supervised experiments on laboratory animals and compare results with researched human response.

34. Invite a psychiatrist or doctor to class and discuss with them the response of the human nervous system to various drugs when used and when abused.

35. Invite a representative from the State Department of Mental Health to class and discuss the use of some drugs in treating certain mental disorders.

Objective #7: The student should comprehend the legal aspects of drug abuse by performing the following activities to the satisfaction of the teacher.

Activities

36. Invite representatives from the state and federal laws governing alcohol, and drugs.

37. Summarize the major laws governing drug abuse and the punishments for infractions.

38. Discuss in small groups the controversy over the legalization of marijuana.

39. Participate in a debate the legalization of marijuana.

Objective #8: The student should be able to list and describe some of the reasons for drug abuse by performing the following activities:

Activities

40. Participate in a field trip to a local drug rehabilitation center to discuss with some of the representatives how paths to drug abuse vary.

41. Invite a law enforcement official to class and discuss how paths to drug abuse vary.

42. Arrange to attend a meeting of the local Alcoholics Anonymous to discuss how paths to drug abuse vary.

43. Discuss in small groups how socio-psychological conditions may lead to drug abuse.

44. Given various case studies, discuss in small groups whether the individuals may or may not be particularly susceptible to drug abuse and reasons why.

45. In small groups create and take part in a play to illustrate a case where one or more individuals may turn to drug abuse and allow for the other students to discuss the outcome and the reasons why.

Objective #10: The student should be able to describe some of the methods of treatment of drug abuse used today and in the past.

Activities

46. Invite to class representatives from local drug rehabilitation centers and discuss the different methods of treatment available to drug abusers.

47. Write to other drug rehabilitation centers to obtain information regarding treatment.

48. Prepare a report on methods of treatment of drug and alcohol abusers which may be either successful and unsuccessful.

EUROPE AS A CULTURAL EXPERIENCE*

MAJOR OBJECTIVE:

STUDENTS WILL INCREASE IN COMPREHENSION OF THE CULTURAL LIFE OF EASTERN AND WESTERN EUROPE. THIS WILL BE ACHIEVED BY THE STUDENT'S PARTICIPATION IN ACTIVITIES INVOLVING THE FOLLOWING:

Geography	Customs & Traditions
Art	Education
Music	Religion
Theater	Language
Literature	

Objective #1: The student will demonstrate his knowledge of the geography of Europe by completing the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. On a wall map of the world provided by the teacher, the student will locate the country or countries of his ethnic background by pinning his family name(s) on the map.

2. The student will draw or construct a model (in materials of his own choosing) of a map of the world showing the following:

   A. hemispheres
   B. continents
   C. latitude and longitude
   D. oceans
   (include title, key, scale and symbols)

3. The student will draw or construct a model (in materials of his own choosing) of Europe including the following:

*This unit is suggested as a supplemental enrichment program for those students who have attained the competence in the study of World History.

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A. the countries of Europe
B. the capitols of each European country
C. major rivers, seas and lakes
D. mountain ranges
E. plateaus, depressions, and deserts
(include a title, key, scale and symbols)

4. The student will construct a map model of any European country showing the various ethnic and cultural groups within that country. Include a title, key, scale and symbols.

Objective #2: The student will respond positively to the art of a European country to be measured by teacher assessment of interest shown during class discussions while completing the following activities.

Activities

5. Prepare for and participate in a field trip to R.I.S.D. Museum or a like museum showing European art.

6. Using an opaque projector display the major art work or architecture of three artists in a European country. Include short biographical sketches of each artist.

7. Construct a scrapbook of reproduced prints of three artists or architects of a European country. Include short biographical sketches of each artist.

8. Discuss the impact and contribution of these European artists on European culture in a one-period class discussion.

Objective #3: The student will respond positively to the music of a European country by completing the following activities as measured by the teacher through the interest of the student in class discussions.

Activities

9. Present the work (s) of a major classical or popular composer of a European country. Include a short biographical sketch.

10. Teach a folk song of a European country to the class. Explain the setting, meaning and/or phase of life the song is describing.

11. Teach a folk dance of a European country to the class. Explain the setting, meaning and/or phase of life the dance is describing.

12. Perform a folk song, classical or popular work of music on a musical instrument. Discuss the meaning, setting and/or phase of life described in the musical piece.

13. Discuss the impact and contribution of the European musical artists or European culture in a one-class period discussion.

Objective #4: The student will demonstrate his comprehension of the contribution of the artists of a European country to the theater by completing the following activities to the satisfaction of the teacher.

Activities:

14. Read to the class an excerpt from a play of a celebrated European playwright. Explain the setting, meaning, and influence of the work.

15. Write a 300-word analysis of the work of one playwright of a European country. Describe the setting, meaning, and influence of the work.

16. Present an excerpt of an opera of a European country. Include an explanation of the setting, meaning, and influence of the work.

Objective #5: The student will demonstrate his comprehension of the contribution to literature made by European authors to the satisfaction of the teacher.

Activities:

17. Prepare a reading and explanation to the class of a folktale of a European country.

18. Present a 8-10 minute skit based on a folktale of a European country to the class.

19. Read and prepare a 3-page book review of a novel by a European author.

20. Prepare a 300-word comparison between two poets of a European country.

21. Discuss the impact and contribution of the European literary artists on European culture in a one-period class discussion.

Objective #6: The student will demonstrate his comprehension of European customs and traditions to the satisfaction of the teacher.

Activities:

22. Choose one of the following topics:

    A. Marriage
    B. National holiday
    C. Festival - political, historical or religious
    D. Birth of a child
    E. Any other customs or traditions of interest to the student.

23. Prepare a presentation in which the class may participate. Include the origin, significance, function, means of celebration, and various materials used to perpetuate the custom or tradition.

24. Organize and prepare a classroom European festival by preparing a food dish from a European country and preparing a traditional costume worn by the natives of that European country.

Objective #7: The student will demonstrate his knowledge of the education system of a European country by completing the following activities to the satisfaction of the teacher.

Activities:

25. In a 300-word essay discuss the major goals or concentrations (political, economic, cultural or social) and advancements, if any, of the educational system in a European country.

26. Construct a chart showing the process through which a child in a European country completes his education from primary through college or vocational training.

27. On a teacher-made chart record the percentage of literate people in a European country.

Objective #8: The student will demonstrate his comprehension of religious practices of the European countries by completing the following activities to the satisfaction of the teacher.

Activities:

28. Construct a list of major religious groups in a European country.

29. Construct a chart listing the following information:

    A. One European country
    B. Major religions of that country
    C. Major philosophy of that religion
    D. Major holiday and/or customs of that religion

30. Choose one major holiday and/or custom of that religion and demonstrate the method in which it is celebrated.

Objective #9: The student will increase his knowledge of the multi-lingual nature of the European culture area by completing any/or all of the following activities to the satisfaction of the teacher.

Activities:

31. The student will list the major languages spoken in a European country.

32. Construct a holiday greeting card in the major language of a European country. (Provide an English translation.)

33. Construct a post card in the major language of the country. (Provide an English translation.)

34. Teach a song to the class in the language of the country. (Provide an English translation.)

35. Construct a chart of 20 common English language terms (words) and the translation into the language of a European country.

36. Present a short skit in the language of a European country and provide a translation, and a comparison of the structure of the English language and that foreign language.

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Dr. Guy N. DiBiasio
Director of Curriculum

Coordination:

Arnold R. Rogers
Director, The Fifth Quarter Plan
Title III, E.S.E.A.

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Review of Content:

Department Chairmen

Business: G. Gordon, R. Zuromski; English: C. Abosamra, F. Boyer, R. Carbone, H. Hatch, J. Kennedy; Foreign Language: N. Bergeron, A. DeLuca, N. Cimorelli, R. Napolitano, A. Tribelli; Mathematics: J. Alfano, B. Burns, R. Chiulli, L. Sanford, C. Spirito; Science: E. Blamires, F. Fiorito, J. Gardiner, T. Lennon, E. Slocum, Jr.; Social Studies: W. Campbell, J. Marandola, T. Raspallo, E. Sutton, J. Wedlock, P. Zisserson, (Acting). Also, Fine Arts: P. Rylander and Industrial and Domestic Arts: A. Barresi.

Editing and Proofreading:

Arlene Beauchemin
Darnell McCauley
Emily Nickerson
Thomas Raspallo
William Reilly
Joseph Rouleau
Eileen Sibielski

Curriculum Writing:

C. Abosamra, S. Aiello, J. Alfano, S. Alfano, A. Ball, A. Beauchemin, R. Bernier, A. Blais, E. Blamires, D. Boyle, B. Burns, J. Calise, W. Campbell, R. Carbone, P. Castelli, S. Chagnon, S. Connors, R. Coogan, L. Corbin, J. D'Ambra, M. DeBiasio, A. DeLuca, S. DiIorio, J. DiMitri, T. Donovan, J. Evans, E. Fink, J. Fricot, R. Forrest, A. Gambardella, E. Geigen, D. Grossi, P. Gustafson, R. Hall, J. Herne, D. Hodgkinson, P. Johnson, C. Keegan, T. Lennon, C. Liguori, A. Lisa, T. Lucas, P. Mancini, A. Mangili, J. Marsis, D. McCauley, J. McGoldrick, R. McKenna, W. Meciunas, J. Monaghan, M. Murphy, R. Napolitano, D. Neri, H. Nicholas, E. Nickerson, M. Perry, P. Pichie, M. Pitocchi, T. Raspallo, W. Reilly, D. Robidoux, R. Rochefort, A. Rogers, J. Rouleau, A. Santandrea, R. Schofield, E. Sibielski, C. Spacagna, C. Spirito, G. St.Jean, T. Stones, E. Sullivan, W. Szeglia, M. Traficante, A. Tribelli, B. Tudino, R. Winsor.